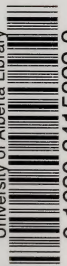


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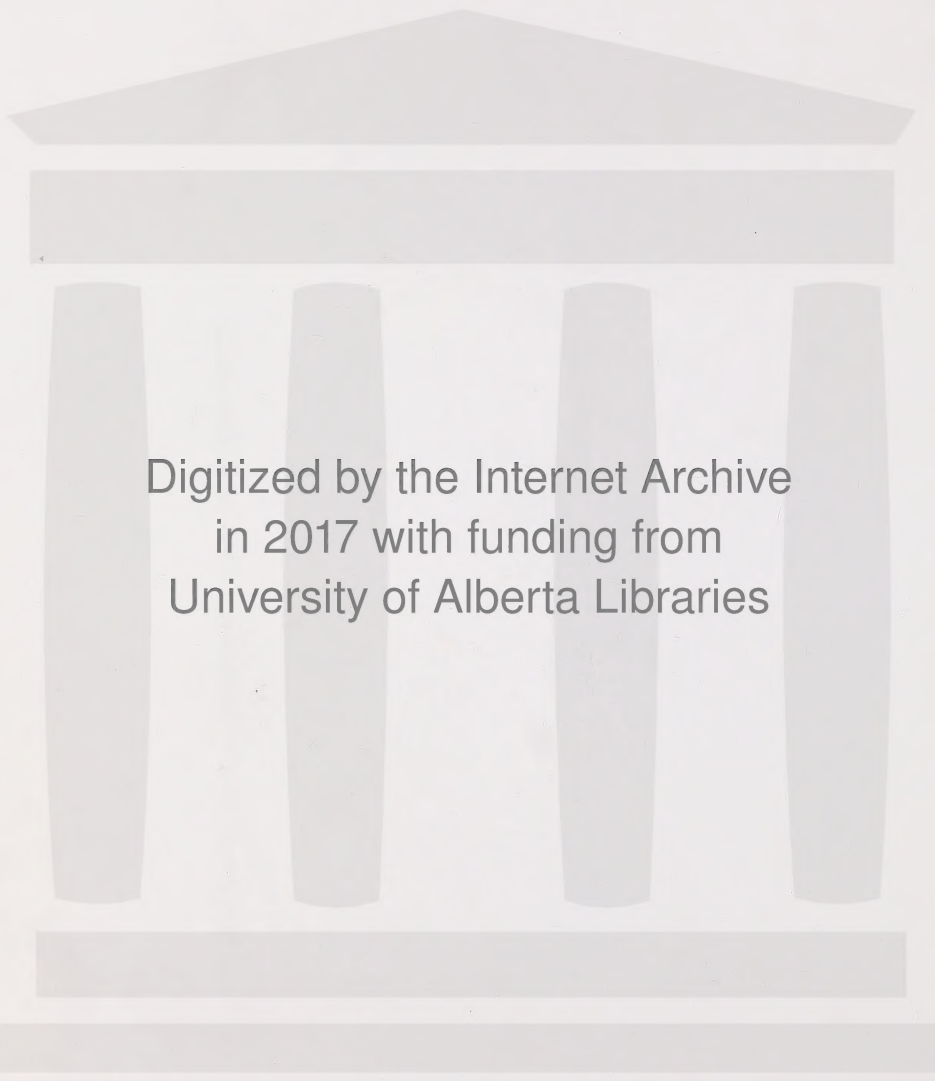
Module 9A: The Wonders of Nature

Thematic



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**Grade Two Thematic
Module 9A: Day 1 to Day 9**

The Wonders of Nature



Grade Two Thematic
Module 9A: The Wonders of Nature
Day 1 to Day 9
Student Module Booklet
Learning Technologies Branch
ISBN 0-7741-2195-5

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Welcome to Grade Two Thematic

Do you sometimes think about all the people you see and wonder what they do while you're in school?

Have you ever wondered what children in other countries in the world do for fun? Do you think they learn about the same things you do?

Have you ever tried to make something float on water, but it kept sinking? Did you ever wonder how magnets work, how to make a map, or why you have to brush your teeth every day?

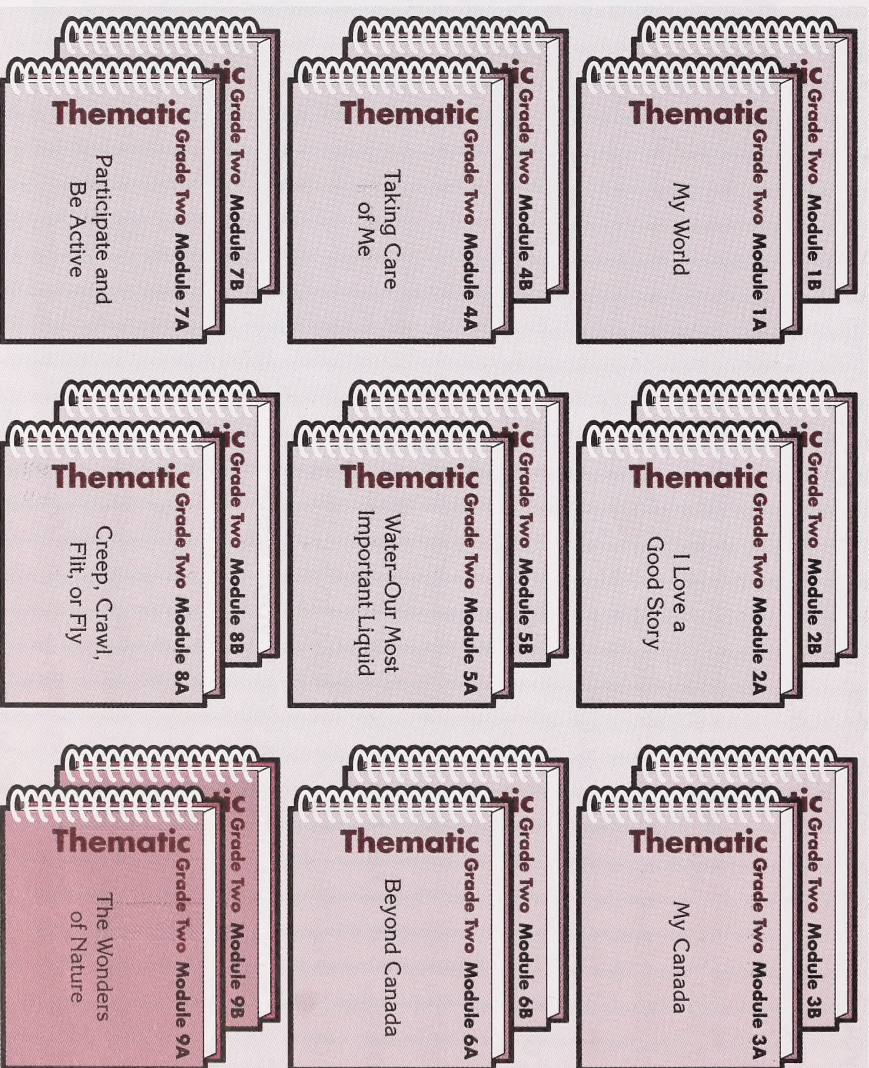
You will find out about all these things and much more in the coming year. So get ready for a great adventure in learning!



Read all the text to the student as he or she follows along.

Go over the diagram with the student. Read the title of each Student Module Booklet and briefly discuss what it might be about. Tell the student that he or she will write assignments after certain lessons. These assignments will be sent to the teacher to be marked.

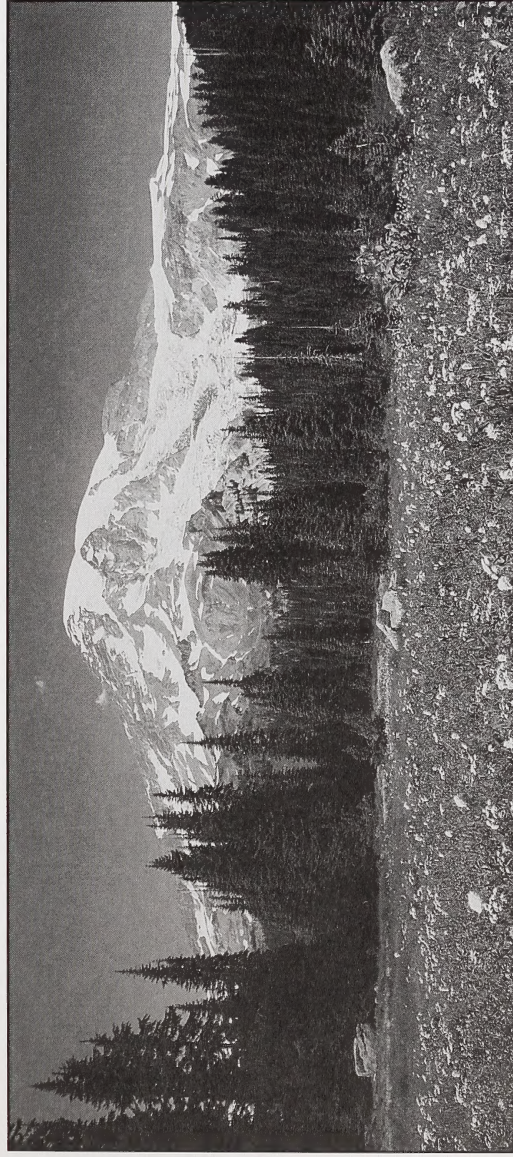
Look at the books on this page. They show the different, fun things you will be working on throughout the year. Your home instructor will tell you all about the books you will be using this year.



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The Wonders of Nature



You're going to learn about the wonders of nature. Some of the wonders you will be studying are wind, rain, water, and storms. In Module 9B, you will learn about the wonders of bats!

You will read fascinating stories and reports about the environment and the power of nature. You'll find out why it is so important to save our natural environment and how you can help to protect it.

Get ready to explore the wonders of nature!

Module 9A: The Wonders of Nature

Read the text to the student while he or she follows along, or the student may read the text aloud on his or her own.



Day 1: It's a Beautiful World

The world is full of beautiful things. You're going to sing about some of them in a new song. And you'll read one person's experience with nature in a fun poem.



Calendar Time

Follow the daily procedure.



Work on Module 9: Day 1.

Music and Movement

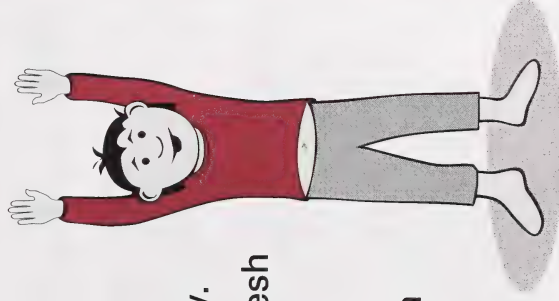
Do you stretch throughout the day?

Circle  **Yes** or  **No**. Do some stretches now.

Remember to stretch every once in awhile to refresh yourself.

You're going to hear a song called "The World Is a Rainbow." What do you think it might be about?

Find the words to the song on page 35 of the *Music and Movement in the Classroom* booklet. Your home instructor will read the words to you.



Refer to the Home Instructor's Guide for information about this activity.

See the stretches in the Home Instructor's Guide.

Have the student predict what the song might be about. Read the song "The World Is a Rainbow" line by line and have the student echo in response. Play the recording "The World Is a Rainbow" on *Music and Movement in the Classroom* CD #1. Have the student read along as he or she listens to the song.

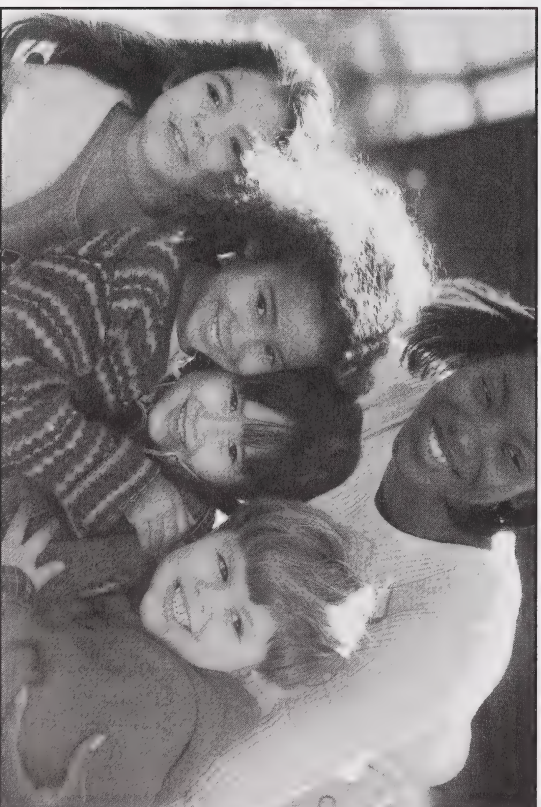


Talk about the song and then discuss the student's impression of it. Have the student answer the questions orally. Explain that living in harmony means that different people live together and get along well with each other. Guide the student to say that the words mean there are many different people who live in the world (different ethnic groups, races, religions), and it's a beautiful place when everyone lives in harmony.

Remind the student to do the usual vocal warm-up exercises. Play the song "The World Is a Rainbow." Follow the text and sing the words with the student.

What did you think of the song? What is the message of the song? What does it mean to live in harmony? The title of this module is "The Wonders of Nature." One of the wonders is the people who make up the world. Think of the different people who live in your community. Think of the ones who live across Canada and around the world. What do you think the songwriter means by the words "the world is a mixing cup"?

Before you sing the song, warm up your voice.





Now sing along to the song.

People living in harmony also lead more **balanced** lives. Can you **balance** your body? Try it. Follow the instructions as your home instructor reads them.

- Balance your body on your right foot and right hand. What do you do with the other hand to help you balance?
- Balance on your left foot and left hand.
- Balance on your right knee and left hand. Balance on your left knee and left hand. Balance on your right knee and right hand. Which was easier? Why?



This boy has good balance!

Play the song a second time if the student would like to sing it again.

Discuss the word *balance* and how it means to be in a steady condition or position.

Read the instructions to the student. The student explores stationary balancing and body control with these exercises. If it's nice outside, take the student outdoors to do this activity.

Adjust any of the activities to suit the capabilities of your student.

- Balance on your left knee and the toe of your right foot. How can your arms help you balance?
- Balance on your head and two feet. Balance on your seat and one foot. Balance on one hand and two feet.
- Do a balancing stunt of your own.

Windy Ways

Do you like the wind? Circle **Yes** or **No**. Why or why not? What do you like about wind? What don't you like about it?

As an introduction to wind, read a story or folktale about wind to the student. (See the list of suggested books in the Home Instructor's Guide.)

Brainstorm different kinds of wind and list them on chart paper. (See the Home Instructor's Guide for an example.) Keep the chart posted to add to as the student learns more about wind.



There are many kinds of winds. How many can you think of? What are words that describe those winds? What words tell what the winds do?





Take out the book *Feel the Power*.

Read the title and look at the illustration on the cover of the book. Turn to the Contents page. Read the titles and look at the pictures. What do you think the selections in this reader will be about?

Have the student look at the cover, read the title of the book, and talk about the illustrations and what clues they give to the contents of the reader. More clues are given in the titles and pictures on the Contents page.



Have the student predict why the author doesn't like the wind.

The author is *Loris Lesynski*.

The illustrator is *Philippe Béha*.

Read the poem as the student follows along. Talk about the student's prediction and compare it with what the author dislikes about the wind.

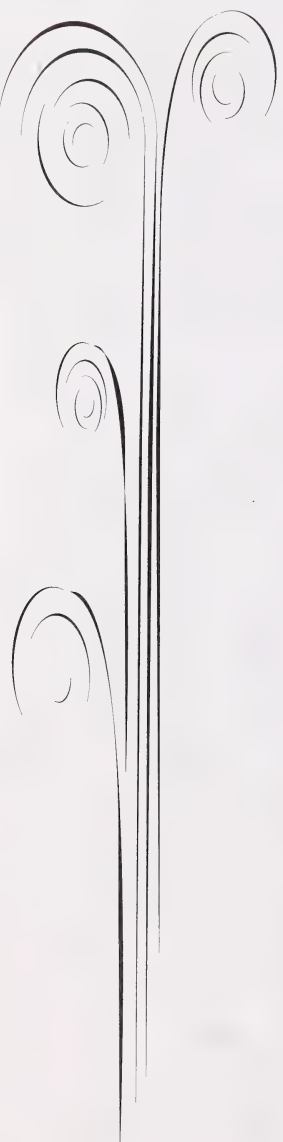
Read the title of the first selection aloud. The author of this poem tells why she doesn't like the wind. Why do you think she might not like it?

Who is the author of "Wind"?

Who is the illustrator?

As your home instructor reads the poem aloud, follow along in the text.

Why doesn't the author like the wind? Was your prediction correct?



Read the poem to your home instructor. What are some interesting ways the author uses words? Why do you think the author does that?

Talk About the Selection

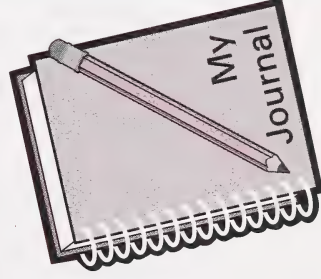
How do you know the poet doesn't like the wind? What does the wind do to her? Why does the poet make some lines long and some short? What do you think the line "Wind is how the weather yells" means?

Read the poem silently to yourself.

Journal Time



Take out your journal. Turn to the Reading Response section.



What part of the poem did you like best? Why? Do you feel the same way as the author about wind? Why or why not? How do you feel about it?

Remember to print today's date at the top of the page.

After the student has read the poem, discuss interesting ways the poet uses words. For example, invented words, such as *blowed*, are used for fun and to make lines rhyme. Alliteration ("slips those slivers"), extra letters in words ("wwwind" and "blowwwwind"), and one word on a line ("wind") makes the reading interesting and fun. The poet also uses personification—the wind is like a person ("bites," "pushes," "shoves," "teeth," and "knocks me down").

Have the student answer the questions orally.

Discuss the questions listed. The student can use these ideas or write his or her own thoughts about the selection.

There are other poems and books by Loris Lesynski you might enjoy reading. Look for these books in your local library: *Boy Soup: Or When Giant Caught Cold*, *Ogre Fun*, *Catmagic*, and *Dirty Dog Boogie*.

New Words

These words are from the poem "Wind." Read them to your home instructor.

coat

blow

icy

scarf

getting

teeth

Listen to each word as the student says it aloud. Correct the student if needed.

Remember, if you have a hard time saying or remembering a word, use the strategies from the **Learning New Words** chart.

Print the new words in alphabetical order.



Print the answers to the following on the lines.

One tooth, many _____

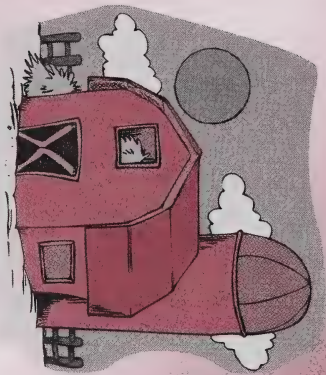
The wind blew yesterday. Today the wind will _____.

Replace the first consonant in **coat** with one or more consonants to make two new words.

Check that the words are listed alphabetically.

Check the answers with the student. Answers are *teeth* and *blow*. Examples of new words include *boat*, *float*, and *goat*.





The answers are *icy* and *get*.
Examples of words with the *ar* sound include *car*, *start*, *harm*, *dark*, *far*, *park*, *large*, *sharp*, *star*, *cart*, *yard*, *mark*, *bar*, *barn*, *harm*, and *farm*.

If there are any other words from the poem "Wind" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.



This is what a sidewalk becomes when rain freezes on it.

The base word of **getting** is _____.

Write three new words with the same **ar** sound found in **scarf**.



Take out *six white index cards*.

Print the six new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the six new words in your writing dictionary.



Complete Day 1: Assignment 1 in your Assignment Booklet.

A Windy Scene



Take out unlined paper.

Read page 4 of “Wind” aloud. Choose one of the things the wind does to the author. Draw a cartoon showing the wind doing the thing you choose. Add a speech balloon coming from the character’s mouth.



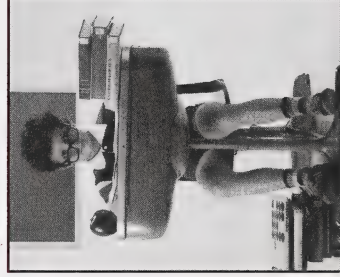
You will send your cartoon to the teacher on Day 9.

Break for lunch.



Silent Reading

Enjoy your reading time.

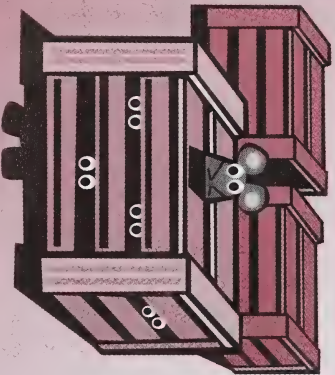


Discuss the word *cartoon* with the student. Explain that a cartoon is a drawing showing a person or event in a humorous or light-hearted way. The illustrations in the book are an example. Discuss how the student can show the wind mistreating the author in a humorous way.

Both you and the student read silently for ten minutes. See the Home Instructor’s Guide for a review of the Silent Reading routine.

Review diphthongs: two letters that blend together to make one sound. You can hear the sound of the diphthongs *ou* and *ow* in *cloud* and *shower*.

Refer to the Home Instructor's Guide for the dictation sentences.



Fun with Phonics

These words are from the poem “Wind” and from the title of the book. Read them aloud.

pounds down around power

Did you notice the diphthongs **ou** and **ow**?

You’re going to write other words that have the diphthongs **ou** and **ow**. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in pink the words with the diphthong **ou**. Circle in purple the words with the diphthong **ow**.

1. _____

2. _____

3.

4.

Check the spelling, punctuation, and circled words with the student.

Knowing What to Do

You know how powerful the wind can be. In the poem "Wind," you read some of the things it can do to a person. Sometimes people try to be powerful. They try to make you do things you don't want to do.

Read the following story aloud. Or listen as your home instructor reads it.



Read the story to the student or have the student read it aloud.

Nancy's Decision

Nancy and her family had just moved into the community. Nancy wanted to make new friends. She met Beth, a girl who lived down the street. Beth and her friends invited Nancy to go to the mall with them and Beth's mom. When they got there, Beth's mom went to get groceries. The girls went into the dollar store. Beth was looking at the friendship bracelets. She showed Nancy a really pretty one that she wanted. Beth and her friends dared Nancy to steal it for Beth.

Nancy said, "I don't want to steal it. That's wrong."

"Well, if you want to belong to our group, you have to. Anyway, it's just a small thing. They won't even know it's gone," answered Beth.

Suddenly, Nancy's stomach hurt. She didn't know what to do. She wanted to make new friends, but this just didn't feel right.

Nancy remembered she had two dollars in her pocket. She had a plan. "You know what? I've got two dollars. I can lend you the money to buy the bracelet. Then you can pay me back later."



continued . . .

Beth said, "You're just chicken." She then turned to her friends and said, "Let's go." They left Nancy standing there.

As Beth's mom drove them home, Nancy noticed that the pain in her stomach was gone. She was thinking, "I wonder if any other kids live on this street."

Something to Think About

Think about the story of Nancy and Beth and her friends. Beth and her friends tried to pressure Nancy into stealing the bracelet. Nancy decided not to steal it. She came up with a way to get out of the difficult situation she was in.



1. What was the **conflict** Nancy felt before she made her decision?
2. What was her decision?
3. Did the fact that the store wouldn't miss the bracelet make it right to steal it? Why not?

Discuss the story with the student. Refer to the Home Instructor's Guide for discussion information.

Have the student answer the questions orally. Share your own experiences with the student about times you have felt pressured to do things you knew to be wrong and how you resisted that pressure.

A conflict is a struggle.

4. Why didn't Beth steal the bracelet herself?
5. What did Beth say to try to pressure Nancy into stealing the bracelet?
6. What are some other ways Nancy could have handled this?
7. How do you think Nancy felt as she headed home? How do you know she felt that way?

Have you ever been pressured by other kids to do something wrong? What kinds of things did they say and do to pressure you? How did it make you feel? Did you go along with them or did you resist in some way? Why do you think some kids might do things other kids tell them to, even if they know those things are wrong?

A Time I Said No

It can be very hard to say no—especially to a friend. Think of a time a friend of yours asked you to do something you didn't want to do. Maybe a friend asked you to lie for him or her. It didn't even have to be something wrong. Maybe you just didn't feel like doing it. Whatever it was, you said no. Tell what happened and how it felt to say no.

Have the student share a time he or she faced a situation where he or she wanted to say no to a friend. Discuss what the student said, why he or she said it, and what happened.

What does it take to say no to a friend? Can you say no to a friend, but still be friends? Why? Have you ever said yes while wishing you had said no? What would have happened if you had said no?



Complete Day 1: Assignment 2 in your Assignment Booklet.

Looking Back

Today was your first day of the new module.

What part of the day did you like best? Why?

What part was the hardest? Why?

What part was the easiest? Why?

What did you learn that was interesting?

What are you looking forward to learning about?

What would you like to tell your teacher about today's lesson?



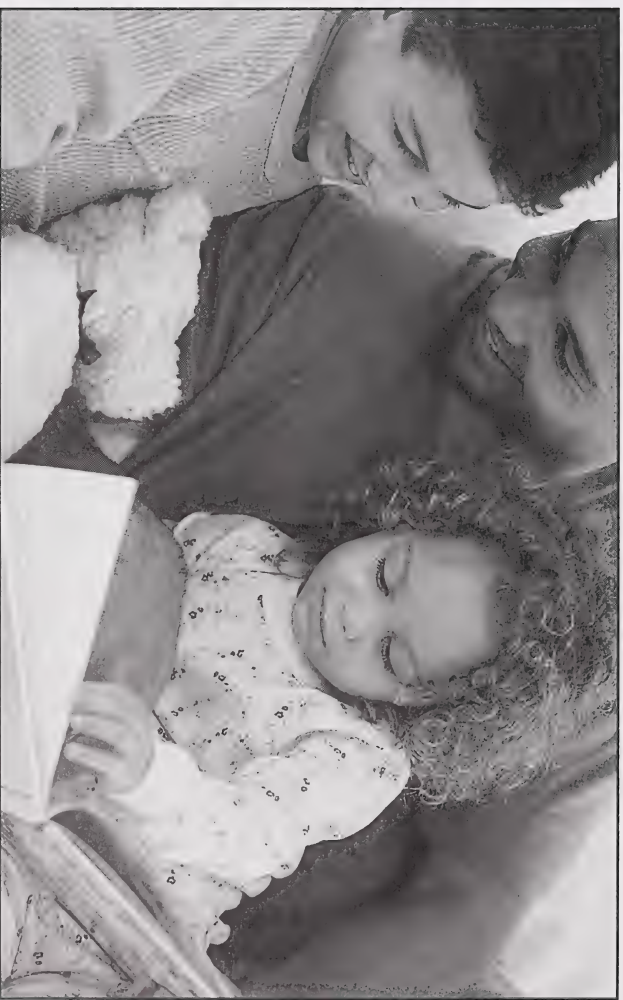
Discuss the consequences of a decision.

Turn to Assignment Booklet 9A and complete Day 1: Learning Log. Have the student include his or her comments.

See the Home Instructor's Guide for a review of the Story Time routine.

Story Time

Your home instructor will read a book aloud to you. Find a favourite spot, relax, and enjoy the story!



Sharing Time

Choose something you did today that you would like to share with a family member or friend. You could choose one of the following:

- Play the song "The World Is a Rainbow" and sing to it.
- Show the different ways you can balance. Ask family members to try to balance like you can.
- Read the poem "Wind."
- Show your cartoon with the author of "Wind." Talk about what the wind is doing to her.
- Discuss how a person can deal with pressure from people to do something he or she knows is wrong.
- Discuss how it feels to say no to a friend.



Day 2: Images in Nature

Do you create images in your mind when you read a poem or story? Today you'll talk about the images you might see. And you'll get to paint them too.



Calendar Time

Follow the daily procedure.



Work on Module 9: Day 2.

Journal Time

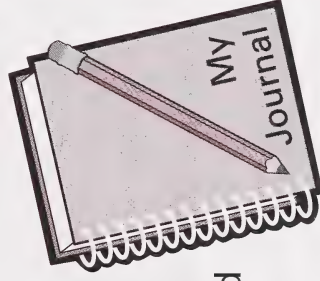


Take out your journal. Turn to the **Personal Writing** section.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.



Assist the student with selecting a topic as needed.

Listen to the student read the selection. Encourage the student to read with expression.

Have the student answer the questions orally. Blue and white make it look cold. The man is in the air to show how powerful and strong the wind can be. You know it's winter because of the snow, the bare tree, and the man's clothing.

Picture It



Take out the book *Feel the Power*.

Read "Wind" aloud. Read it with expression.

When you're reading, remember to speak clearly, to pronounce the words correctly, and to read at a good speed and volume.

Look at the illustrations that Philippe Béha created to go with this poem. Turn to the illustration on pages 4 and 5.

Why do you think the illustrator made the picture blue and white? Why is the man in the air? What season is this? Why do you think that?



Loris Lesynski, the author of “Wind,” tells why she doesn’t like the wind. She describes exactly what the wind does to her. She chose her words carefully to help you see pictures in your mind. Can you see the wind pushing her?

Read page 4 and the first three lines of page 5 aloud. What words and phrases describe what the wind is doing? What words and phrases tell what the wind is like? What **images** do you see in your mind when you read them?

Read these sentences aloud:

The wind blows hard. Sometimes it makes me cold. Sometimes it makes my hair blow around my face. The wind once blew me over. It can be noisy.

What kinds of images did you see in your mind after you read the sentences? Which images were better—the ones that came to your mind from these sentences, or the ones from the poem “Wind”? Why is that?

Can you remember the worst windy day you ever experienced?

Circle **Yes** or **No**. What was it like?

Join the student’s responses on the board and discuss what they mean. Talk about the images the words and phrases create in the student’s mind. Guide the student to understand that each word or phrase helps the reader focus on one aspect of the wind. This is how specific images come to mind. Look up *images* in the dictionary. Explain that *images* is a synonym, or another word, for “pictures.”



Compare the descriptive words and phrases in the poem “Wind” with the highlighted sentences. Explain how the sentences are much less effective in creating images. Ask the student why these sentences are not as effective in creating vivid images (they use far fewer descriptive words).

Share your own windy day experiences with the student. Help the student remember windy days and discuss them.

Encourage the student to use descriptive words when writing. Hold an editing and revising conference with the student in which you ask the student what kinds of images the writing brings to mind. Help the student select words and phrases that create visual images. See the Home Instructor's Guide for other questions to ask during editing and revising conferences.

Write About It



Take out lined paper.

Write about your worst windy day. If you can't remember a really windy day, imagine one and write about it. Follow the steps of the writing process as you write your story. Include descriptive words to create images of the wind. Remember to print your name on the final draft.



You will send your story to the teacher on Day 9.

Paint It



Take out paintbrushes and watercolours or tempera paint.



Take out art paper.



You probably have many **images** of windy weather. What are some of them? Choose one image of a windy day to paint. Put a title, like "A Windy Day," on your painting. Or pick a line from the poem "Wind" and illustrate it. Use lines and colour to show the wind and what it does.



You will send your painting to the teacher on Day 9.



Break for lunch.



Silent Reading

Enjoy your reading time.

Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Both you and the student read silently for ten minutes.

See the Home Instructor's Guide for a review of the routine for working with high-frequency words.



In this activity, the student distinguishes between the sounds of *ow*. *Ow* can stand for the long vowel *o* sound, as in *snow*, or it can be a diphthong and make a sound of its own, as in *down*. Review diphthongs: two letters that blend together to make one sound.

Refer to the Home Instructor's Guide for the dictation sentences.



Fun with Phonics

These words are from the poem "Wind." They contain the letters **ow**. Read them aloud.

snow down blow

You're going to write other words that have the letters **ow**. Your home instructor will dictate some sentences. Write them carefully on the lines. Circle in green the words with **ow** that have the long **o** sound. Circle in black the words with the diphthong **ow** that make a sound of their own.

1. _____

2. _____

3. _____

Check the spelling, punctuation, and circled words with the student.

4. _____

Who Influences You?

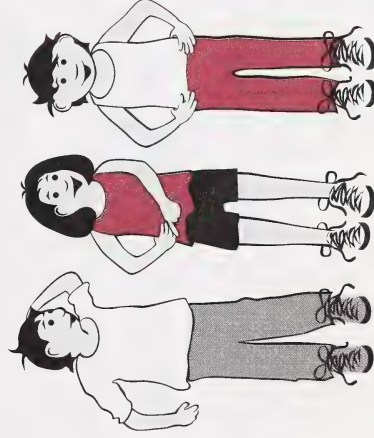
On Day 1 you read about Nancy and Beth. Beth tried to get Nancy to do something she didn't want to do. Beth was trying to **influence** Nancy.

Do you know what **influence** means? Circle **Yes** or **No**.

What do you think it means? Do you think you are ever influenced by anyone? Circle **Yes** or **No**.

Read the following situations aloud:

- You notice all your friends are wearing the same style of shoes. Next time you go shopping, you buy that style too.

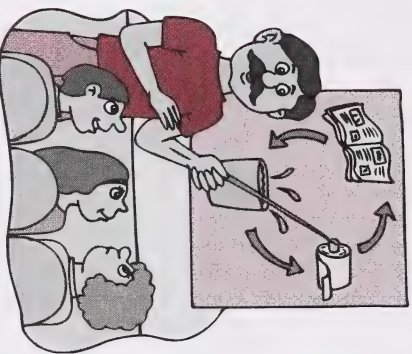


Review the situation from Day 1. Look up *influence* in the dictionary. Explain that it means that something or someone helps to change how you feel, think, or behave.

- A famous athlete on a television commercial says the best soft drink is Koolah Kola. The next time you want a soft drink, you buy Koolah Kola.



- You hear a speaker at your community hall talk about the importance of keeping the environment clean. At home, you ask your family to start recycling paper, aluminum, and plastics.



Now do you think you are influenced by others?

Circle **Yes** or **No**.

Influence sometimes pushes you and other people to do things, like buy a product. Other times it pushes people to imitate someone—to copy the way they look, talk, think, or behave.

Discuss how influences affect people. Point out that no matter how independent a person is or how able to make his or her own decisions, everyone is still influenced to some degree by other people and things.

Some people are a **good influence** on you. Some people can have a **bad influence** on you. Take the example of Nancy and Beth. Do you think Beth was a good or bad influence on Nancy? Why?

By setting a bad example, people bring out bad, or **negative**, qualities in a person, just like Beth tried to do with Nancy. People like Beth have a way of bringing out a person's weaknesses. What are some negative influences?

Other people, by setting a good example, can bring out good, or **positive**, qualities in a person. What are some positive influences?



The words *negative* and *positive* have many meanings. Explain that in this context *negative* means bad or harmful and *positive* means helpful or favourable.

Go over the people in the chart with the student and discuss their influence on the student.



Here is a list of people. In the second column, place a ✓ beside the ones you believe have some influence on you.

People Who Influence Me	✓	P or N
a friend my age		
a neighbour		
the star of my favourite TV show		
a movie star		
a brother or sister		
a rock star		
a parent		
an athlete		
a relative, like an aunt, uncle, or grandparent		
an adult friend		

Who else influences you? Write their names on the lines.

Which people in the chart usually have a positive influence on you? Which ones usually have a negative influence on you? In the third column of the chart, mark them with a **P** for positive or an **N** for negative.

Remember, you can choose your influences. Whenever you can, try to be around people who have a positive influence on you. Stay away from those who have a negative influence on you.

Is there anyone or anything influencing you now that you would like to get rid of? Explain. What can you do to lessen the influence of someone or something?



Have the student answer the questions orally and discuss the influences people have in his or her life.



Have the student answer the questions and then write a paragraph about either scenario. The student may include an accompanying illustration.

1. Think of a time when someone influenced you in a positive way. Who was it? How did that person influence you?
2. Describe a time you decided not to let someone influence you. What were your reasons? How did you feel about it?



Take out lined paper.

Write about a time you were influenced by someone in a positive way. Or write about a time you decided not to let someone influence you. If you wish, draw a picture of yourself on the page showing what you wrote about.



You will send your work to the teacher on Day 9.

Looking Back

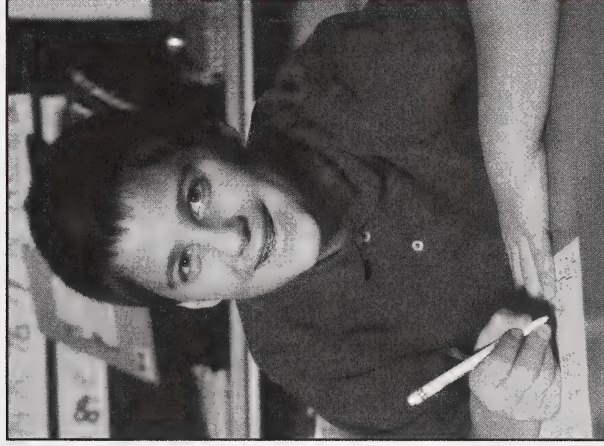
What activity did you enjoy most today? Why?

You wrote a story about your worst windy day. Were you happy with the result? Why or why not?

You also wrote about an influence in your life. How did that turn out?

What do you like best about your writing? Why?

If you could write about anything right now, what would it be? Why?



Turn to Assignment Booklet 9A and complete Day 2: Learning Log. Have the student include his or her comments.

Story Time

Relax and enjoy the story!

Sharing Time

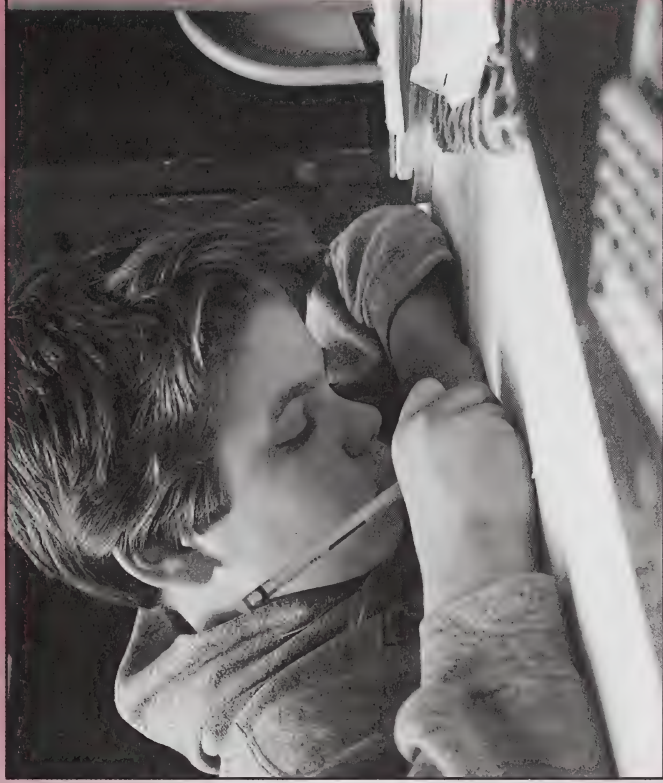
Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Read the poem “Wind.”
- Read about your worst windy day experience.
- Show your painting of a windy day.
- Talk about the positive and negative influences in your life. Ask family members what influences them.



Day 3: Nature Poems

You've read poems about nature. Today you will explore action words. Then you will use action words to write your own poem.



Calendar Time

Follow the daily procedure.





Work on Module 9: Day 3.

Music and Movement

Do you remember the song “The World

Is a Rainbow” from Day 1?

Circle  **Yes** or  **No**. What is the song about?

Find the words to the song “The World Is a Rainbow” on page 35 in the *Music and Movement in the Classroom* booklet. Before you sing the song, warm up your voice.

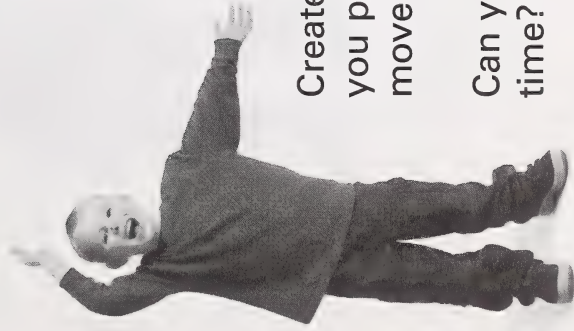
Remind the student to do the vocal warm-up exercises. Locate the song “The World Is a Rainbow” on *Music and Movement in the Classroom* CD #1. Play it for the student. Follow the text and sing the words with the student.





Now sing along to the song “The World Is a Rainbow.”

What is the **tempo** of this song? What are the **dynamics**? What images came to your mind as you listened to the song?



Create movements to go along with the song. After you practise them a few times, try performing the movements you created.

Can you sing and do the movements at the same time? Try it. Remember to smile while you’re singing!

Have the student answer orally. Remind the student that *tempo* means how fast the music is and *dynamics* means how soft or loud the music is. Talk about the images that come to mind. Share the images that come to your mind.

Help the student create movements that dramatize each line in the song. Have the student practise the movements one at a time as you read each line of the lyrics. Repeat the lines that require more practice. Play the recording and lead the student in performing the movements without singing. Help the student create steady beat movements for the instrumental interlude in the song.

Play the recording a few more times, leading the student in singing and performing the movements.

Action Words



Take out the book *Feel the Power*.

Read "Wind" silently to yourself.

These sentences and phrases are taken from the poem "Wind." Read them aloud:

- It pushes.
- It shoves.
- snatches hats
- grabs at gloves
- bites my face
- blows so hard
- pounds and rushes all around
- It rips and roars.



Guide the student to identify the verbs, or action words. They are *pushes, shoves, snatches, grabs, bites, blows, pounds, rushes, rips*, and *roars*. Discuss the images that come to mind with each word.

What images come to your mind with each action word?

Other things besides the wind blow, push, and shove. Think of what else can do these actions. Write phrases or sentences beside the verbs in the chart.

Verbs	Situations
pushes	
shoves	
snatches	
pounds	
bites	
blows	

Brainstorm other situations where the verbs can be used. For example, **waves pound, cold bites, water rushes out of a tap, people shove in a line,** and so on. Have the student write one example for each verb in the chart.





Take out unlined paper.

Illustrate one of the situations you wrote about in the chart. On the page, write a sentence using the action word that describes what is happening.



You will send your work to the teacher on Day 9.

I'm a Poet!

Turn to page 5 of *Feel the Power*. Read the final verse of the poem "Wind" aloud.

After the student reads the final verse of the poem, have him or her think about other weather conditions, such as snow, rain, fog, ice, hail, sleet, and mud. List the conditions on the board.

There are other things in nature that you could write about in a poem. That's the wonder of nature! There is so much going on. Name some things in nature that have to do with weather.



You can write your own poem about weather. It's easy when you follow a pattern.

Here's an example of a weather poem using the pattern from the last verse of the poem "Wind." Read it aloud.

Hail!

It pounds and hits and hurts.

Hail is how my flowers get damaged.



Don't mind rain,

Don't mind wind,

Just don't like

That hail on my garden!

Do you see how the pattern is the same as the pattern in the poem

"Wind"? Circle  **Yes** or  **No**.

What do you notice about this poem that is different from the verse in "Wind"? Did you say the lines don't rhyme? You're right if you did. Remember, poems don't always have to rhyme.

Write a poem about weather with your home instructor.

With the student, write one or two poems about weather that fit the pattern of the poem in the book. Explain that the poem doesn't have to rhyme.





Take out lined paper.

Now it's your turn to write a poem by yourself. Choose a weather topic and write a poem using the poem pattern below. Make a first draft and then reread the poem carefully, making changes if you like. Read your poem aloud. Write the final copy of the poem and add an illustration. Remember to give the poem a title. Display your poem where others will see it.

_____!

It _____ and _____ and

_____.

_____ is how _____.

Don't mind _____,

don't mind _____.

Just don't like that _____!

HOT WEATHER





You will send your poem to the teacher on Day 9.



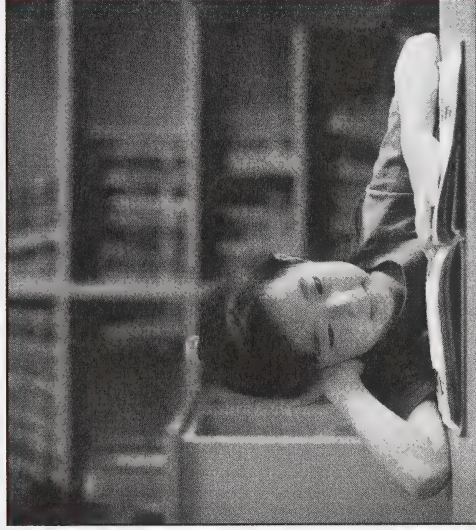
Check out these websites for information about weather, how to observe weather, or how to become a meteorologist. You can even talk to a meteorologist online!

- www.weatheroffice.com
- www.theweathernetwork.com



Silent Reading

Enjoy your reading time.



See the Home Instructor's Guide for information about websites.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.

Review vowel diphthongs: two vowels that blend together to make one sound. You can hear the sound of the diphthongs *oi* and *oy* in *noise* and *boy*.

Refer to the Home Instructor's Guide for the dictation sentences.



Spelling



Go to your Assignment Booklet. It's time for a spelling test.

Fun with Phonics

Read these sentences aloud. Then read the words in bold aloud.

The wind can be so **noisy**. But I do **enjoy** the sounds it makes.

Can you hear the diphthongs **oi** and **oy** in these words?

You're going to write other words that have the vowel diphthongs **oi** and **oy**. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in blue the words with the diphthong **oi**. Circle in orange the words with the diphthong **oy**.

1. _____

2. _____
- _____
- _____
3. _____
- _____
- _____
4. _____
- _____
- _____

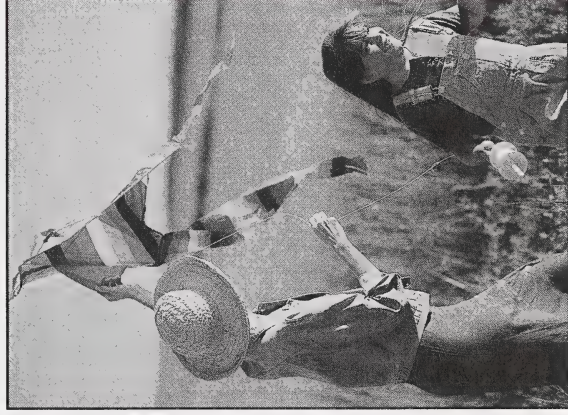
Check the spelling, punctuation, and circled words with the student.

A Kite in the Wind

Have you ever flown a kite?

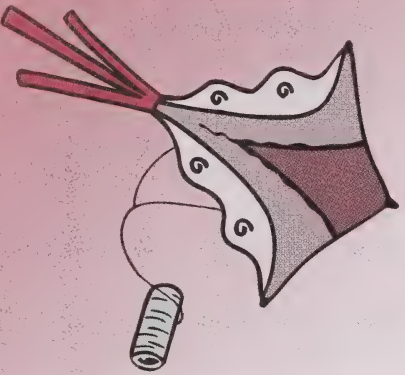
Circle **Yes** or **No**. If you have, you know how much fun it can be. What kind of weather do you need to fly a kite?

You need a fairly strong wind to hold most kites up in the air. You're going to make a picture showing a kite up in the air. And the person holding the kite will be you!



Guide the student to say you need wind to fly a kite.

Supply the student with the materials required for the picture. The picture should be about 30 cm × 50 cm.



Take out paints and a paintbrush.



Take out a large sheet of art paper or tape two smaller sheets of art paper together to make one large one.

You will also need

- ribbon or strips of curled paper
- black construction paper
- a piece of string

Follow these instructions to make your picture:

1. Paint a background of sky and ground. Make it mostly sky.
2. Make a picture of a kite on a separate piece of paper. Colour it, cut it out, and glue it to the sky.
3. Make a tail for your kite with a ribbon or strips of curled paper.
4. Glue the tail to your kite.

5. Make a small **silhouette** of yourself on black construction paper.

6. Cut out the silhouette and glue it on the ground line of the picture.

7. Glue a piece of string from your silhouette to the kite.

8. Paint some trees that are blowing in the wind to complete the picture.

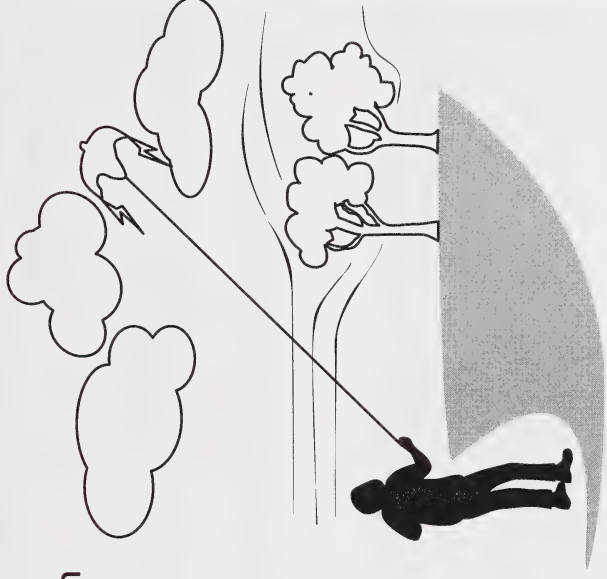
Display the picture where others can see it.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Look up *silhouette* in the dictionary. Explain that a silhouette is an outline drawing filled in with one colour. Help the student make the kite and the silhouette.



Refer to the Home Instructor's Guide for more information about this activity.

Looking Back

Was it easy or difficult to write the poem this morning? Why?

What line of your poem did you like best? Why?

What could you do to improve your poem?

How did your kite picture turn out? Are you happy with it? Why or why not? If not, how could you make it better next time?

Which activity did you enjoy the most today? Why?

Story Time

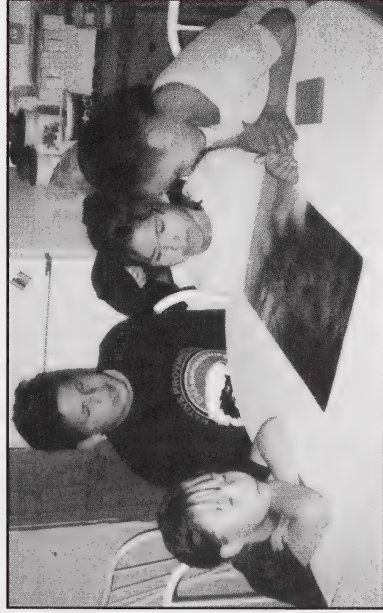
Relax and enjoy the story!



Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Play "The World Is a Rainbow" and perform the movements you created to go with it.
- Read "Wind."
- Show the illustration of an action word. Tell what it is about.
- Read the poem you wrote about weather. Show your illustration.



- Show the picture of you flying a kite. Tell how you made it.

Day 4: Another Wonder

You know that wind is one of the wonders of nature. You're going to read about another wonder—snow. Read on and check out just how splendid snow is.



Calendar Time

Follow the daily procedure.



Work on Module 9: Day 4.

Journal Time

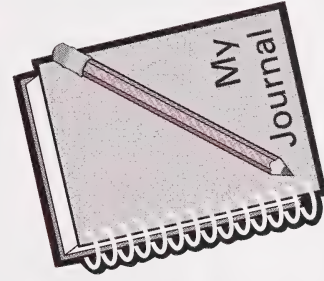


Take out your journal. Turn to the **Personal Writing** section.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.



Assist the student with selecting a topic as needed.

Have the student answer the questions orally.

Splendid Snow

Do you enjoy the snow? Circle **Yes** or **No**. What do you like about it? What don't you like about it?

Does snow always look and feel the same?

Circle **Yes** or **No**. When does it look and feel different?



Take out the book *It Is Snowing*.

Guide the student through the illustrations. Make sure the student is making informed predictions by asking, "Why do you think that?"

Look at the cover of *It Is Snowing*. Read the title aloud. Look at the illustrations in the book. What do you think it is about?



Who is the author of *It Is Snowing*?

Who is the illustrator?

Follow along in the book as your home instructor reads the poem to you.

What do you see that is different in the way the book is written? Why isn't there any punctuation? What is another way of saying "drops" of snow?

What is the child doing in the snow? Have you ever made snow angels? When have you felt gentle snow?

What do you think a blizzard is? Have you ever seen one or been in one?

What do you like to do when the snow "settles"?

The author is *Afua Cooper*.

The illustrator is *Belinda Ageda*.

Read to page 5 as the student follows along in the book. Have the student answer the questions orally after each section.

Read to page 7.

Read to page 11.

Read to page 15.



Read page 16.

Read the information about the author on the inside back cover.

Brainstorm words that tell what snow is like. Then have the student complete the page called "A Web of Snow" from the Appendix.

Do you know other words for snow?

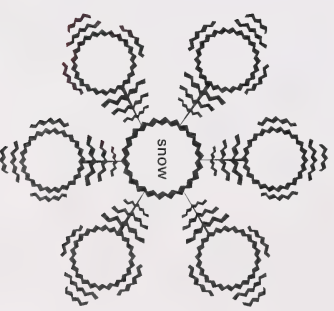
Look again at the illustrations in the book. Which one shows the kind of snow you like?

The author, Afua Cooper, comes from a country that has no snow. How do you think she felt when she came to Canada and saw snow?

Read the book aloud.

A Web of Snow

Take out the page called **A Web of Snow** from the Appendix. Make a word web about snow. Think of words that describe snow. In each circle, write a word that tells what snow is like. Pick the best words to describe snow.



You will send your work to the teacher on Day 9.



New Words

These words are from the selection *It Is Snowing*. Read them aloud.

sky

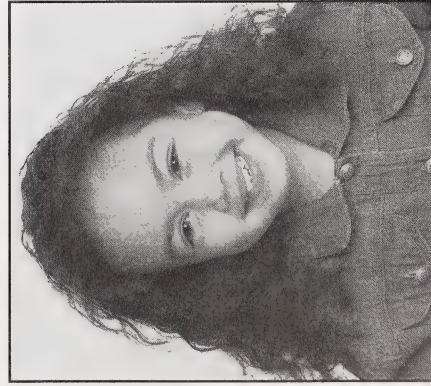
nose

drops

sometimes

snowman

cry



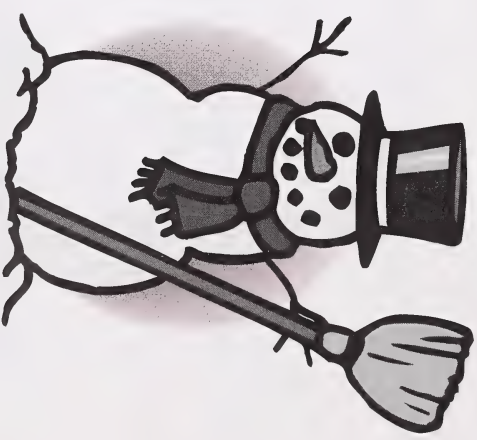
Remember, if you have a hard time saying or remembering a word, use the strategies from the **Learning New Words** chart.

Listen to each word as the student says it aloud. Correct the student if needed.

Check that the words are listed alphabetically.

Check the answers with the student. The answers are *sometimes* and *snowman*. Examples of new words include *hose*, *close*, *chose*, and *rose*.

Print the new words in alphabetical order.



Print the answers to the following on the lines.

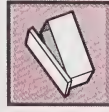
The two compound words are

_____ and _____.

Replace the first consonant in **nose** with one or more consonants to make two new words.

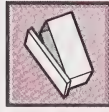
Print three words that have the same ending sound as **sky** and **cry** and that end in **y**. _____

A synonym for **falls** is _____.



Take out six white index cards.

Print the six new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the six new words in your writing dictionary.



Complete Day 4: Assignment 3 in your Assignment Booklet.

Examples include **my**, **fly**, **shy**, **why**, **buy**, **by**, **dry**, and **try**. The synonym for *falls* is *drops*.

If there are any other words from the selection *It Is Snowing* that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Writing About Snow



Take out lined paper.



Take out crayons.

Discuss what the student likes to do in the snow. Encourage the student to use descriptive words when writing.

There are many things you can do in the snow. What do you like to do when it snows? Write a paragraph about what you like to do. Follow the steps of the writing process when you write your paragraph. On the same page, you may draw and colour a picture showing what you like to do.



You will send your work to the teacher on Day 9.

Did You Know?

The largest snowflake ever found was 20 cm by 30 cm! It fell in Siberia in 1971.



Enrichment (optional)

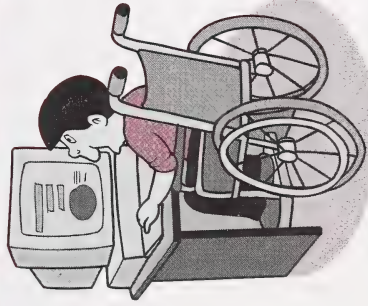
If you have time, you may want to do an extra activity.

Break for lunch.



Silent Reading

Enjoy your reading time.



Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.

Review diphthongs: two letters that blend together to make one sound. You can hear the sound of the diphthong *ew* in *threw* and *grew*.

Refer to the Home Instructor's Guide for the dictation sentences.



Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Fun with Phonics

Read this sentence aloud. Then read the words in bold aloud.

The wind **blew** fresh **new** snow across the field.

Can you hear the **ew** diphthong in each word?

You're going to write other words that have the diphthong **ew**. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in red the words with the diphthong **ew**.

1. _____

2. _____

3.

4.

Observing Wind

Look carefully at the **Beaufort Scale** from the Appendix. It is used around the world. It tells how strong the wind is. Read the description of each type of wind on the scale aloud.

What kind of wind is blowing outside right now? Go outside and feel the wind. What do you see?

Look at the Beaufort Scale. What kind of wind did you observe outdoors?

Check the spelling, punctuation, and circled words with the student.

Remove the "Beaufort Scale" from the Appendix. Help the student read the scale. Make sure he or she understands the terms. Explain that the illustrations help show how strong the wind is.

Each day, through to Day 9, observe the wind conditions. Have the student record the observations on a chart. Refer to the Home Instructor's Guide for a sample chart.



strong breeze



Take out unlined paper.

On the paper, draw something that shows the kind of wind you observed. On the page, print the type of wind it is.



You will send your drawing to the teacher on Day 9.

Looking Back

Was it easy or difficult to read today's story? Why?

How do you figure out new words you don't know?

Do you like to figure out new words by yourself, or do you prefer to be helped?

What did you enjoy most today?

Turn to Assignment Booklet 9A and complete Day 4: Learning Log. Have the student include his or her comments.

Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Read *It Is Snowing*.
- Read the words in your snow web.
- Read your snow paragraph and show the illustration.
- Show the illustration you drew showing the strength of the wind.
- Tell what you know about the Beaufort Scale and how it measures wind.

Day 5: Wonderful Wind

How much do you know about the wind? You'll be surprised how much more there is to know about it. You'll find out lots of interesting things about the wind today.



Calendar Time

Follow the daily procedure.



Work on Module 9: Day 5.

Music and Movement

You're going to meet some colourful animals in today's music.



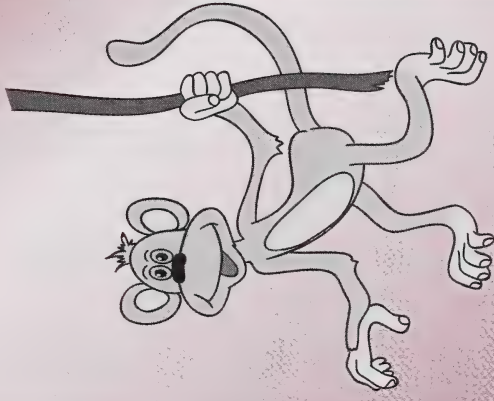
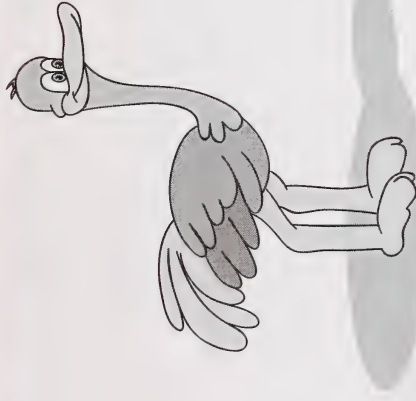
Find "Purple Cow" on *Music and Movement in the Classroom* CD #1. Listen to the song.

What is the tempo of this song? What pictures did you see in your mind as you listened to the song?

Find the words to the song on page 28 of the *Music and Movement in the Classroom* booklet. Warm up your voice and sing the song.

With your home instructor, make up some movements for each animal. Play the song and move to the music. Can you sing and move to the music at the same time? Try it.

Module 9A: The Wonders of Nature



Assist the student in locating the song "Purple Cow" on *Music and Movement in the Classroom* CD #1. Discuss the tempo of the song (which is moderately fast) and the mental images the student created as he or she listened to the song. Help the student create appropriate movements for each animal to move to the music.

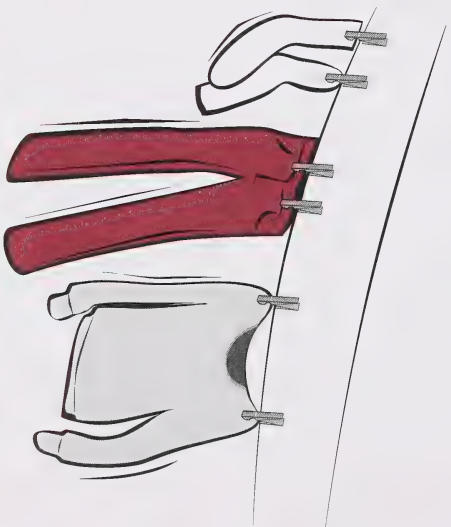
Record the student's ideas on chart paper. Make two headings:

1. How the Wind Is Good
2. How the Wind Is Bad

For example, the wind is good because it dries clothes, makes boats sail, and cools in hot weather. It is bad when it blows down trees and wires, destroys property, and knocks you down.

The Wonders of Wind

You're going to read about the power of the wind. Sometimes this power is good and helpful. Sometimes it's bad and not helpful. When is wind good and when is it bad?



Take out the book *Feel the Power*.

Turn to the Contents page. Find "The Power of the Wind." What do you think you might learn in an article with this title?

Have the student predict what he or she might learn.

Print the answers on the lines.

Who is the author of "The Power of the Wind?"

Who is the illustrator?

Follow along as your home instructor reads page 6.



What did you find out?

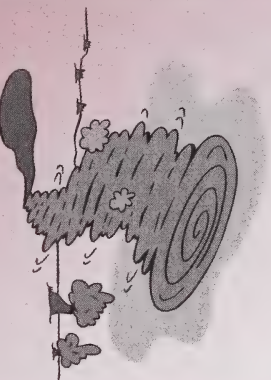
The author is *Iris Zammit*.

The illustrator is *Tina Holdcroft*.

Read page 6 as the student follows along.

Ask the student to paraphrase, or retell, what you read.

Have the student paraphrase each section he or she reads. Listen for the student's ability to put ideas in his or her own words, retell in sequence, include important details, leave out unimportant details, and tell everything that was in the text rather than just the beginning or ending.



Have the student answer the questions orally.

Read page 7 aloud to find out what the wind can do.

Read these words aloud:

Chinook

Big Blue

Haboob

Willy Nilly

What do you think these are names for? Read pages 8 and 9 to find out.

What do you know about tornadoes, whirlwinds, squalls, and monsoons? How was this information written in the article?

Read the headings on pages 10 and 11 aloud. Read the text under each one aloud.

How does wind help people? How can the wind make people feel?

What I Learned

How does the wind frighten people? In what ways does it destroy? How did the author make the wind seem like a person? Do you sometimes think the wind is like a person? When? Describe wind in your own words.

Read the article aloud.

Journal Time



Take out your journal. Turn to the **Reading Response** section.

Which wind in the article did you find the most interesting? Why? What do you like or dislike about the wind? Why? Write about it in your journal.

Remember to print today's date at the top of the page.

New Words

These words are from the article "The Power of the Wind." Read them to your home instructor.

spring

rainstorm

sailboats

everywhere

Have the student read and discuss the questions and respond to one or both of them in the journal.

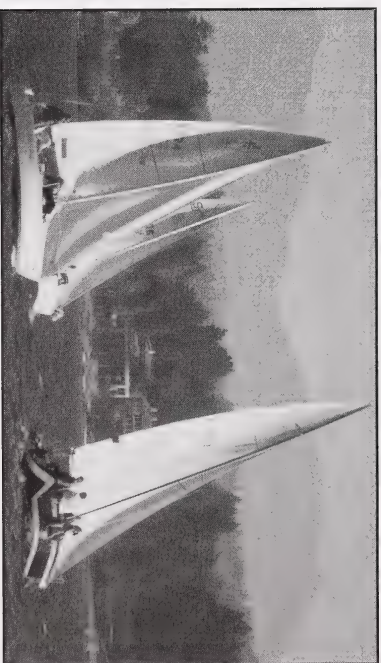
Listen to each word as the student says it aloud. Correct the student if needed.



Check that the words are listed alphabetically.

Remember, if you have a hard time saying or remembering a word, use the strategies from the **Learning New Words** chart.

Print the new words in alphabetical order.



Print the answers to the following on the lines.

Check the answers with the student. The answers are *rainstorm*, *everywhere*, and *sailboats*; and *rain* and *storm*.

The three compound words are _____,

_____, and _____.

The two words in **rainstorm** are _____ and

_____.

The two words in **sailboats** are _____ and _____.

The two words in **everywhere** are _____ and _____.

The consonant blend in **spring** is _____.

Replace the consonant blend in **spring** with one or more consonants to make three new words. Go through the alphabet to help you.



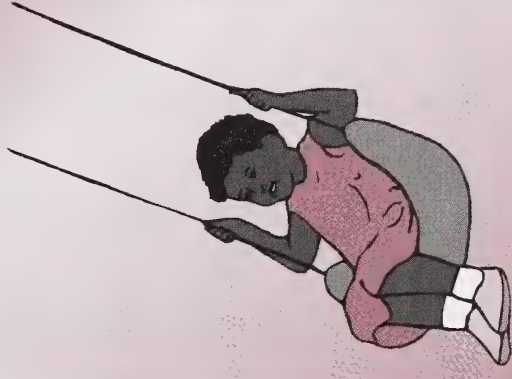
Take out four white index cards.

Print the four new words on the index cards. Put the cards on your Word Wall.

If there are any other words from the article "The Power of the Wind" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.



The answers are **sail** and **boats**, **every** and **where**, and **spr**. Examples of new words include **bring**, **fling**, **cling**, **sing**, **ring**, **swing**, **sling**, and **thing**.





Take out your *Collections Writing Dictionary*.

Print the four new words in your writing dictionary.



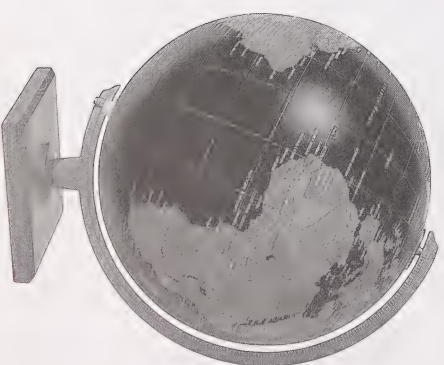
Complete Day 5: Assignment 4 in your Assignment Booklet.

Interesting Facts

You read some very interesting information about wind in the article “The Power of the Wind.” Turn to pages 8 and 9. You learned the names of a lot of different winds. See if you can find them.

The answers are *Chinook*,
tornado, *Big Blue*, and
Haboob.

- Find and put your finger on the wind from Alberta.
- Find and put your finger on the wind that is also called a twister.
- Find and put your finger on the wind that is named for a colour.
- Find and put your finger on the wind from Africa that is hot and dry.



The article mentioned four places where these winds come from. Print the names of these four places on the lines. Find these places on your globe.

The Wind Does Many Things

You have read and talked about the many things the power of the wind can do. What are some of them?



Take out unlined paper.

On the paper, draw two things the wind can do. Below each drawing, write a sentence telling what the wind is doing.



You will send your work to the teacher on Day 9.



The four places are *Alberta*, *Texas*, *Africa*, and *Australia*.

Talk about the many things the wind can do. Have the student refer to the article and select two things to illustrate.

Both you and the student read silently for ten minutes.



Review prefixes: A *prefix* is a word part that is added to the beginning of a base word that changes its meaning. The prefix *re* usually means *again*.

Refer to the Home Instructor's Guide for the dictation sentences.



Break for lunch.



Silent Reading

Enjoy your reading time.

Fun with Phonics

Read these sentences aloud. Then read the words in bold aloud.

People often have to **rebuild** their homes after a tornado hits. Sometimes they can **reuse** the same materials.

The prefix **re** means **again**. Reuse means to use again.

You're going to write other words that have the prefix **re**. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in yellow the words with the prefix **re**.

1. _____



Check the spelling, punctuation, and circled words with the student.

Brainstorm things that could be harmful to the student or to others. Print them on chart paper.



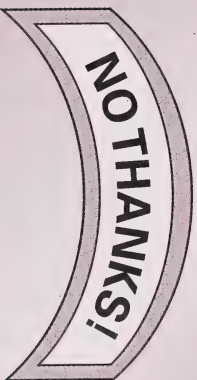
2. _____
- _____
3. _____
- _____
4. _____
- _____

It's Okay to Say No

On Day 2, you talked about people who influence you. Sometimes people who don't know you try to influence you.

People can try to influence you to do something bad. Or maybe they try to do something themselves you know isn't right.

Think of times when someone tried to do something you knew wasn't right.



Discuss each situation. Tell the student that this is a list of times he or she should always say no.

Give the student a few minutes to think of ways of saying no.

Read these sentences aloud:

- Someone asks you to do something that is against the law.
- A stranger asks you to go somewhere with him or her.
- Someone asks you to steal.
- Someone touches you in a way that makes you feel uncomfortable.
- Someone tells you to hurt yourself or someone else.
- Someone tells you to break the rules in your home.

What would your response be if you found yourself in any of these situations?

You need to say no in each case. But sometimes just saying no isn't enough. There are different ways of saying no for different situations. How many ways can you think of to say no?

Read this list of different ways to say no. How many of these did you come up with?

No thanks.



That's not for me.



My parents won't let me.



Ways to Say No

No, thanks.

I don't want to.

No, we'll get into trouble.

My parents won't let me.

That's not for me.

That's wrong to do.

Forget it.

No, that's against the law.

I don't like doing that.

I'm not interested.

I never do that.

No way.

Go back to the situations on page 78. Which of these ways of saying no would you use for each one?

Discuss each situation on page 78 and assist the student with selecting an appropriate way of saying no for each.

Have the student decide on ways to say no in each of these situations. Discuss the consequences of each situation and why it is so important to say no when someone wants them to do any of these things.

Always remember that you can say no

- whenever you want to
- when you think you should
- when it's for your own good

Read these situations. How would you say no?

1. Larissa and Ada were walking home from dance class. Ada said, "It's still early. Let's go to my house and have some fun playing video games."

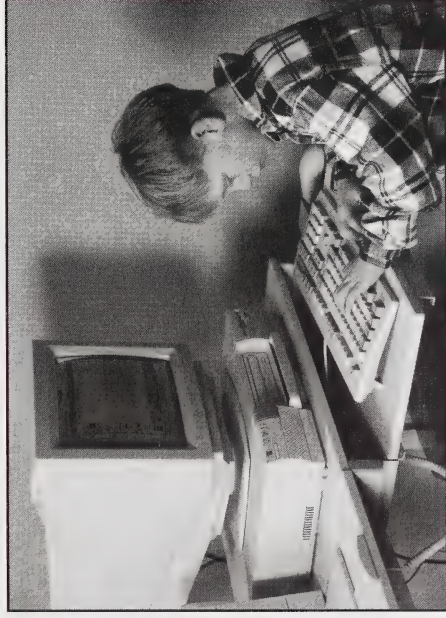
"My mom will be angry if I don't go straight home," said Larissa.

"No one will know," Ada replied.

"Anyhow, we won't play long. Let's go."

How could Larissa tell Ada no?





2. Morgan wants to play a game on Jon's computer. Jon's parents told him not to let his friends use it.

How can Jon tell Morgan no?

3. Sarah and Leanne are playing in the school yard. They see Tony coming toward them. Leanne says, "Let's hide so Tony doesn't see us. I don't want to play with him." Sarah likes Tony and wants to play with him.

How can Sarah tell Leanne no?

4. Josh and Conner are playing in the snow. Josh says, "Let's make snowballs and throw them at cars going by on the street." Conner knows that's not a good idea.

How can Conner tell Josh no?

Have the student answer the questions orally.

Explain that a comic strip has more than one scene or frame. This allows for more dialogue between the characters. Show the student a comic strip from a newspaper or a comic book as an example.

5. Selina was walking home alone one day. A car drove up to her. The stranger in the car said, "Hey kid! I want to show you something. Come here."

How can Selina say no?



What would you tell someone who says he or she can't say no to friends? What's one new way you have learned of saying no? Name something important you learned about saying no.

Take out unlined paper.

Choose one of the five situations you just read about. Draw the situation. In a speech balloon coming from the character's mouth, write how the character said no. If you need more than one scene to tell what happens, draw a comic strip.

You will send your illustration to the teacher on Day 9.

Looking Back

Did you enjoy moving to the song “Purple Cow” this morning?
Why or why not?

What other activities do you especially like doing during Music
and Movement?

What did you learn about wind?

Do you usually find it easy or difficult to say no? Why? If it’s
difficult, how can you make it easier?

Why is it important to feel okay to say no?

Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 9A
and complete Day 5: Learning
Log. Have the student include
his or her comments.

Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Play the song "Purple Cow." Move and sing along to it.
- Read the article "The Power of the Wind."
- Ask family members how they feel about the wind and why.
- Show your illustration of what the wind can do. Read what you wrote.
- Show your illustration of the character saying no. Explain why the character is saying no.
- Tell what you have learned about saying no and why it is important to feel okay to say it.



Day 6: The Power of Nature

Wind is one wonder of nature. Have you ever wondered what would happen if there were no wind? You're going to read about a girl who has.



Windmills are used to generate electricity.

Calendar Time

Follow the daily procedure.



Work on Module 9: Day 6.

Journal Time

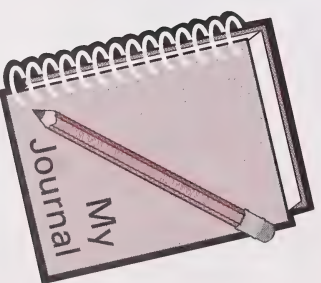


Take out your journal. Turn to the **Personal Writing** section.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.



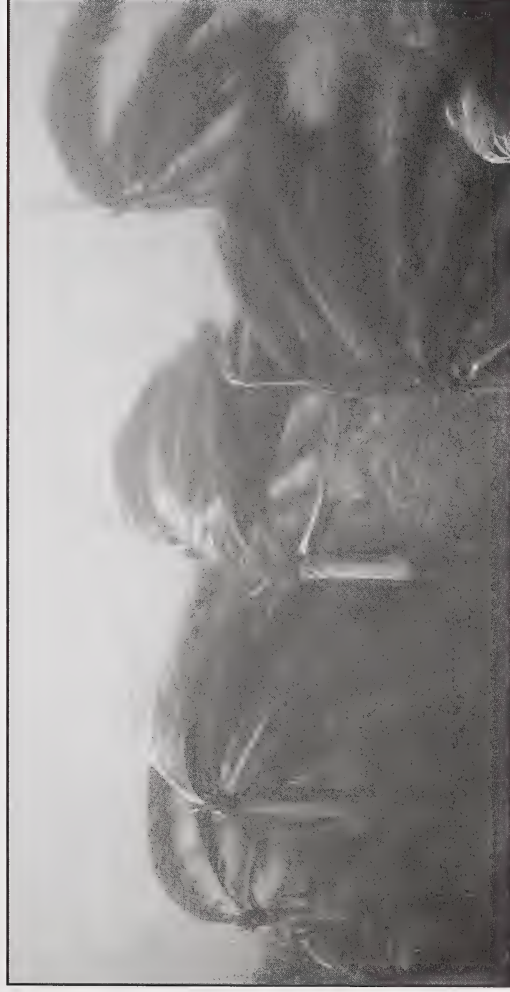
Assist the student with selecting a topic as needed.

I Can Answer That!



Take out the book *Feel the Power*.

Read the article "The Power of the Wind" silently.



You're going to answer questions about the article "The Power of the Wind." Answer this question first: What did people long ago believe about the wind?

Turn to page 6 and reread it. Was your answer correct?

Have the student answer the question without looking in the book. Record his or her answer on the board. Ask the student to answer in a complete sentence. For example, **Long ago, people used to think the wind was like a real person who could get angry and grant wishes.** Explain that when answering these questions, he or she should include as much information as possible.

Remind the student that some answers can't be found in the text. The answers are based on what the student already knows and on his or her opinion. Refer to the "Two Kinds of Questions" chart. Write the student's answer in a complete sentence on the board.

Why do you think people long ago thought the wind was a person? How did you come up with your answer?

What are two important facts about a chinook and a tornado? Try to remember the facts before looking in the book.

Think of a question about the article to ask your home instructor. Print it on the lines. Ask your home instructor to write the answer to your question on the board.



Check your home instructor's answer. Is it written in a full

sentence? Circle **Yes** or **No**. Is it correct?

Circle **Yes** or **No**.

Have the student refer to the article to answer the questions in the Assignment Booklet.



Complete Day 6: Assignment 5 in your Assignment Booklet.

I Wonder

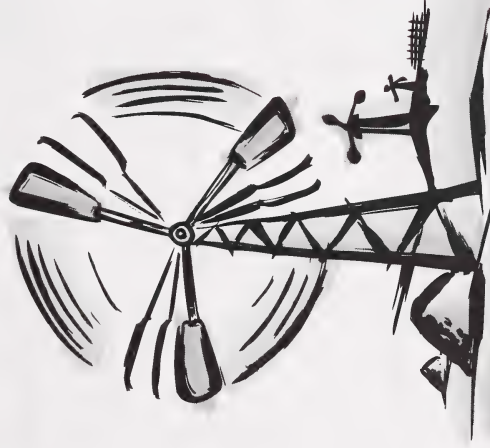
Turn to the inside back cover of the book *Feel the Power*.

Who wrote "Gloria's Writing"?

Who do you think illustrated it?

Read the first line of "Gloria's Writing" aloud.

What kind of answers do you think Gloria might give to the question, "What would happen if there was no wind?"



Have the student print the answers on the lines.

The author is *Gloria Sit*.

The illustrator is *Gloria Sit*.

Have the student predict how Gloria might answer her question.

Discuss whether Gloria's question and answers are factual or imaginary. Brainstorm other questions that could have factual or imaginary answers.

Read the rest of "Gloria's Writing" aloud.

Were any of Gloria's answers like the ones you thought of?

Circle **Yes** or **No**.

Are there any questions you would like to have answered about the wind? Circle **Yes** or **No**. What are they?



Take out unlined paper.

Choose one question about wind and write it on the page. If it is a factual question, find the answer to it in an encyclopedia, on the Internet, in a book about wind or weather, or ask someone who might know the answer. If it is an imaginary question, think of your own answer. Write the answer to the question on the page and illustrate it.



You will send your work to the teacher on Day 9.



Check these websites for neat facts about wind and other weather:

- <http://www.wildwildweather.com>
- <http://www.fema.gov/kids/tornado.htm>
- www.cln.org/themes_index.html

Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Break for lunch.



Silent Reading

Enjoy your reading time.

Spelling

These are the spelling words from your pre-test on Day 3:

become before add draw yet less



Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity and for the solution to the word search.



Print the six words on the lines.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

To help you spell a word, remember the **look-say-cover and see-write-check** way of learning to spell. It's on the **Learning to Spell a Word** chart.

Find and circle the six spelling words in the word search puzzle.

v	b	e	c	b	n	g	n
h	b	l	e	s	s	b	f
v	t	e	e	o	m	e	n
o	n	f	c	k	o	f	v
r	i	s	q	o	e	o	e
y	a	d	d	s	m	r	g
e	c	l	r	c	b	e	d
t	e	t	a	i	n	e	g
o	k	e	w	t	m	n	d

Fun with Phonics

Read these sentences aloud. Then read the words in bold aloud.

A strong wind can make some people **unhappy**.

It can be **unsafe** to go out in a windstorm.

The prefix **un** means **not**. The new word with the prefix **un** means the opposite of the base word.

You're going to write other words that have the prefix **un**.



Complete Day 6: Assignment 6 in your Assignment Booklet.

Feeling Good About Yourself

You know about different kinds of wind. Some are very strong. Some are not so strong. Some aren't strong at all. In fact, they can be very weak, but they feel so nice on a hot day.

Review prefixes. A prefix is a word part added to the beginning of a base word that changes its meaning. The new word with *un* means the opposite of the original word.

Have the student go to the Assignment Booklet to write the sentences you dictate with words containing the prefix *un*. Refer to the Home Instructor's Guide for the dictation sentences.



Discuss how people can be like a wind: strong, blustery, mild, unpleasant, pleasant, and so on. List the words on the board.

You learned how people long ago thought the wind was a real person. You know that isn't true. But do you think people can be like the wind? Circle **Yes** or **No**. How?

Think of how a person might be like a whirlwind, a calm breeze, a chinook, or a hurricane.

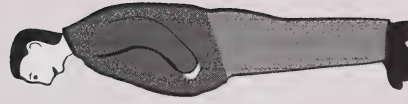
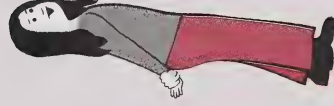
You're going to read about three different kinds of people. People, just like wind, can be strong or not.

Read this paragraph about Bernie aloud.



Bernie slouches and slumps all the time. He doesn't look people in the eye when he talks to them. He's mostly afraid of people. He does everything anyone tells him to do, even if he knows it's wrong.

Read this paragraph about Sahita aloud.



You can tell Sahita feels good about herself by the way she stands up straight and speaks clearly. She doesn't let people talk her into doing things she doesn't want to do or that she knows are wrong. She stands up for herself, but she would never hurt anyone's feelings because she respects the rights of others.

Read this paragraph about Connie aloud.

Connie doesn't care if she hurts someone's feelings. She just wants her own way all the time, even if that means putting other people down. She is loud and makes fun of people. Sometimes Connie gets into fights with other kids.

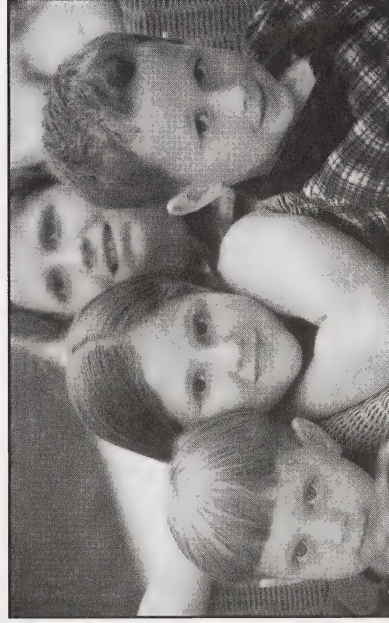


Which of these three children would you like to be friends with? Why?

One at a time, imagine you are these three children. Show how each child behaves and looks.

Which one felt the most comfortable for you? Why?

Listen as your home instructor reads a situation to you. Then, pretend you are Bernie. How would he express his feelings? Your home instructor will play the roles of the adult and the clerk. Pretend you are Sahita. How would she act? Pretend you are Connie. How would she behave in this situation? Then, change roles. You play the adult and clerk as your home instructor plays each of the three characters in turn.



Have the student demonstrate the nonverbal attitudes and behaviours of each character.

Ask: What kind of facial expression would Bernie have? How would he stand? What are gestures Connie might use? What kind of posture does Sahita have? Afterward, discuss how the student feels about the characters.

Turn to the Home Instructor's Guide to find four different scenarios.

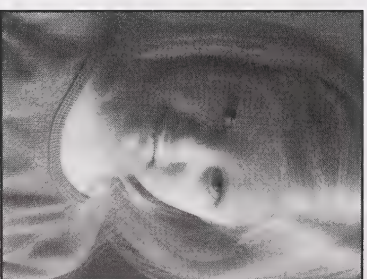
Read each of the scenarios to the student. Have him or her role-play each situation three times as the three different characters, Bernie, Sahita, and Connie, while you play the other roles. Then switch roles.

Encourage the student to get in touch with his or her feelings for each role and to demonstrate the differences between the three characters dramatically.

Use the questions for discussion. Discuss how people may act passively, assertively, or aggressively. The student does not need to know these terms now.

Discuss and role-play how the situations could be dealt with in a constructive way. Model how to express feelings in a polite but honest way. Help the student understand that it is healthier to express feelings and needs openly.

How did you feel when you were being Bernie? Sahita? Connie? How do you think Bernie would feel if he didn't tell anyone about the problems? How do you think Sahita would feel if she did what she thought was right? How do you think Connie would feel if she started shouting or hitting? What would you do in each situation?



Take out lined paper.

Choose one of the situations you just role-played. Draw yourself as the character in the situation. Write a speech balloon to show what you would say to express your feelings honestly yet politely.



You will send your drawing to the teacher on Day 9.

Looking Back

How do you feel about doing research to find out more about the things you learn during the day? Why?

Did you like doing the word search puzzle? Why or why not?

What are your thoughts on the role-play from this afternoon?

Was it easy or difficult for you to do the role-play? Why?

Which activity did you like best today? Why?

Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 9A and complete Day 6: Learning Log. Have the student include his or her comments.

Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Read "Gloria's Writing."
- Ask family members if they have a question about the wind.
- Read the questions and the answers you wrote in the Assignment Booklet.
- Read your own question and answer about wind and show your illustration of it.
- Spell the six spelling words.
- Ask family members to role-play the three situations with you. Show how you would express your feelings honestly.



Day 7: The Many Moods of Nature

Today is a busy day. You're going to write music, use action words to describe wind and rain, and read a very interesting fable about the wind and the sun.



Calendar Time

Follow the daily procedure.

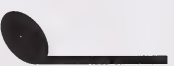


Work on Module 9: Day 7.



Music and Movement

Do you remember what this symbol means in music?



Circle

 **Yes**

or

 **No**.

What about this symbol?



Circle

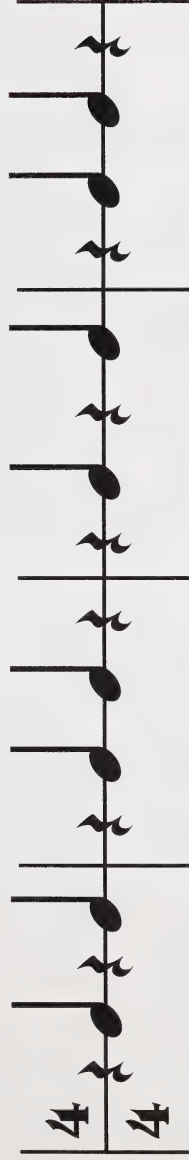
 **Yes**

or

 **No**.

Review quarter notes and quarter rests with the student.

Clap the rhythm in these measures. There are four beats in each measure. Clap the notes and don't clap (or rest) on the rests.



Help your home instructor write some music. Do you want a note or a rest on each of the four beats in each measure?



Now clap the composition while counting "1, 2, 3, 4."

Tell the student that he or she will be helping you create a composition of quarter notes and quarter rests. Draw two one-line staves on the board.

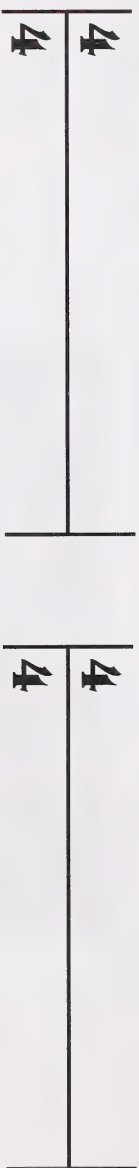
Help the student clap each measure: clap on a note and don't clap on a rest.

See the Home Instructor's Guide on how to write a simplified quarter rest notation.

Assist the student in creating a pattern by repeating measures like the examples on page 103.

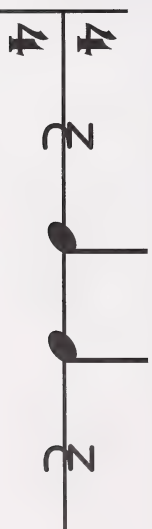
I Can Write Music

First, practise drawing quarter notes and quarter rests in the blank measures. Your home instructor will show you how to write a rest.



Create your own rhythms in the blank measures on the next page.

- Draw quarter notes and rests in each measure.
- Make a pattern by repeating the measures.
- Space each note and rest evenly. See the example below.



4	4

4	4

4	4

4	4

When you are done, clap your composition while counting "1, 2, 3, 4."



Now that you have written some music, play it on an instrument! Use rhythm sticks, a drum, a recorder, a guitar, or even a piano. Play one note on the instrument for each quarter note and rest on the rests.

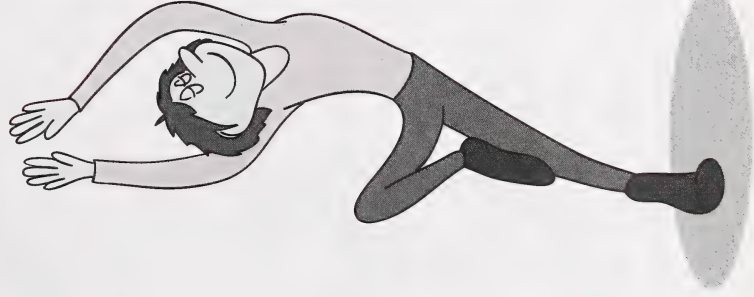
Show how to play the student's composition on an instrument. Play the same note on a wind instrument, guitar, piano, or drum (use a pencil or chopstick and book or pot if you have no instruments). Count the composition "1, 2, 3, 4" throughout. Instruct the student to count while playing as well.

Balancing Moves

You did some balancing on Day 1. Try these balancing positions. Follow the instructions as your home instructor reads them.

Standing Balances

- **The Stork:** Stand and lift one foot off the ground. Place the sole of your raised foot against the knee of the standing foot. Hold both arms out sideways. Try holding your arms over your head, on your hips, and across your chest. Try it with your eyes closed.



If it's nice outside, take the student outdoors to do this activity. Have the student do each balance three times to the count of five. Repeat all one-leg balances on the other leg.

While the student is balancing, have the student look ahead at a focal point at his or her own height.

Adjust any of the movements to suit your student's physical capabilities.

- **The Airplane:** Stand on one foot. Lean forward and raise one leg off the floor behind you. Raise both arms sideways for balance.

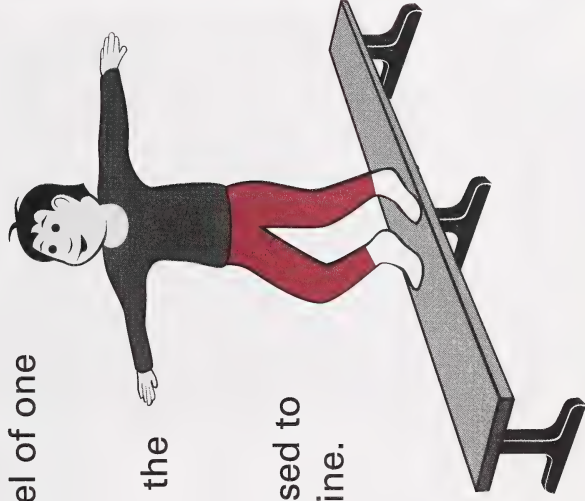


- **Leg-lifts:** Stand and raise one knee forward to waist height and point the toe downward. Straighten the leg so that it is pointing straight out in front of you. Return your knee to the bent position, then straighten up. Try these: Raise the leg straight to the side, then to the back without leaning forward. Keep your arms out for balance.

Walking Balances

(Do these while walking on a line or on a bench.)

- With good posture, walk with one foot in front of the other. Put your arms out to the side for balance. Look straight ahead.
- Walk, placing the toe and then the heel on the floor.
- Walk on your toes.
- Walk so that, on each step, the heel of one foot touches the toes of the other.
- Walk backwards so the toes touch the heel on each step.
- Walk sideways with your arms raised to the side for balance. Stay on the line.
- Walk sideways, crossing one foot in front of the other.



Can you think of other ways of “balance walking”?



Building Bridges

- Make a bridge with your body. Try it with your hands and feet. Show another way.
- Make a bridge with two hands and one foot. Make one with two feet and one hand. How far apart can you move your hands and feet and still balance?
- Balance with your hands wide apart and your feet close together. Then balance with your hands close together and your feet wide apart.

More Action Words



Take out the book *Feel the Power*.

Read the article "The Power of the Wind" aloud.

You studied **action words** earlier in this module. Read the sentences aloud. Find the action word in each sentence.

A tornado whips across the land.

Big Blue whirls snow in your face.

A hurricane rages on to land.

A strong wind can snap tree branches and hurl them in the air.



What images come to your mind when you read the sentences? Think of other action words that could be used. Which ones sound the best? Why?

Review what action words are. Guide the student to identify the verbs, or action words, in the sentences. They are *whips*, *whirls*, *rages*, *snap*, and *hurl*. Discuss the images that come to mind with each word. List the verbs on the board. For each one, write the student's suggestions for other words that can be substituted for it. Discuss how some words are more interesting than others. See the Home Instructor's Guide for sample words.

Brainstorm other words with the student, such as yelled, screamed, shouted, poured, pelted, splashed, threw, whipped, and whirled.



Think of two action words to replace the bold ones in these sentences. Write the new words on the lines beside them.

My father said , "There's a tornado coming!"	<hr/> <hr/> <hr/>
The rain came down all day.	<hr/> <hr/> <hr/>
The wind sent snow in my face.	<hr/> <hr/> <hr/>



Complete Day 7: Assignment 7 in your Assignment Booklet.



Take out lined paper.

Make a list of action words for the wind or rain.

Write about the wind or rain using as many interesting action words from the list as you can.



You will send your writing to the teacher on Day 9.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



Silent Reading



Enjoy your reading time.

Encourage the student to write a story or short descriptive paragraph using as many interesting action words as possible.

Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

Spelling

These are the words from your spelling pre-test:

become before add draw yet less

In your Assignment Booklet, you will write sentences using each of these words.

When you are writing, remember to use the following:

- a capital letter to begin each sentence
- a capital letter for the proper names of people and places
- the correct end punctuation for each sentence (period, question mark, exclamation mark)
- quotation marks where needed

Try to use descriptive words when you write.

Complete Day 7: Assignment 8 in your Assignment Booklet.



Review the rules with the student.

Fun with Phonics

Read these sentences aloud. Then read the words in bold aloud.

A strong wind can leave a place in **disorder**.

Many people **dislike** really strong winds.

The prefix **dis** usually changes the meaning of a base word to its opposite.



Review prefixes. A prefix is a word part that is added to the beginning of a base word and changes its meaning. *Dis* usually changes a word to mean the opposite of the base word.

Have the student write the sentences you dictate with words containing the prefix **dis**.

Refer to the Home Instructor's Guide for the dictation sentences.

Check the spelling, punctuation, and circled words with the student.

Tell the student that Aesop was a writer who lived over 2500 years ago and wrote fables. (Fables are stories that teach a lesson or have a moral. Many fables have animals as characters.) Aesop was probably a Greek slave. His talent for entertaining people with fables eventually won him his freedom and made him an advisor to kings.

You're going to write other words that have the prefix **dis**. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in orange the words with the prefix **dis**.

1. _____

2. _____

3. _____

4. _____

Wind and Sun

Read the fable on the next page aloud. It was written by Aesop.

Wind and Sun

by Aesop

One day Wind and Sun were having an argument about who was stronger. Just then, they saw a traveller coming down the road. Sun said, "I see a way to decide who is stronger. Whichever of us can make that traveller take off his coat is the stronger one." Wind agreed. So Sun hid behind a cloud. Wind began to blow as hard as he could on the traveller. But the harder Wind blew, the more closely the traveller wrapped his coat around him. Finally, Wind gave up.



It was Sun's turn to try. He came out from behind the cloud and shone in all his glory on the traveller. Soon, the traveller found it too hot to walk with his coat on and took it off.

Discuss the story and the moral (kindness is more effective than harshness). Discuss the characters, setting, and events.

With the student, plan how to dramatize the fable. If necessary, have the student reread the fable while planning the dramatization. Take turns with the student playing the different roles. The person who plays the traveller can also be the narrator. Have the student use his or her own words when playing the narrator.

Encourage the student to include details in the drawing (for example, the man clutching his coat against a strong wind with trees blowing in the background, the man walking with his coat over his shoulder with birds flying or sitting on trees in the background).



So who was stronger after all? What do you think is the moral of the story?

Read the fable aloud again.



Who are the characters in the fable? What is the setting? What are the events?

Dramatize the fable. First, discuss and plan how you will play the different roles. Show how you think the traveller acts when the wind blows on him and when the sun shines. Show how hard the wind blows. What kind of expression would the sun have? Take turns with your home instructor being the different characters and the narrator. Practise being all the roles.



Take out unlined paper.

Which is your favourite event from the fable? Illustrate it. Print the title of the fable and the name of the author on the top of the page.



You will send your illustration to the teacher on Day 9.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Looking Back

How do you feel about the music composition you wrote this morning? Why? Did you enjoy playing it on an instrument?

Do you think you will try to write more music? Why or why not?

Did you like the balancing activity? Why or why not? What is the hardest part about balancing? How could you make it easier?

What did you learn about Aesop? What did you learn about fables?

Which role did you like playing best during the role-play? Why?

What was the most interesting thing you learned today?

Refer to the Home Instructor's Guide for more information about this activity.



Turn to Assignment Booklet 9A and complete Day 7: Learning Log. Have the student include his or her comments.

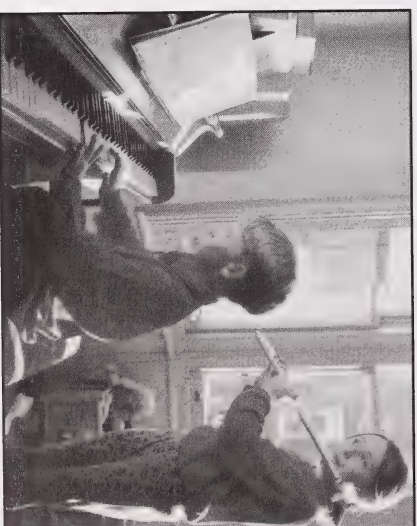
Story Time

Relax and enjoy the story!

Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Play the composition you wrote this morning.
- Show the different ways you can balance.
- Read “The Power of the Wind.”
- Read what you wrote about the wind or the rain.
- Spell the spelling words.
- Tell what you know about Aesop.
- Role-play “Wind and Sun” with your home instructor.



Day 8: Winds and Storms

What do you know about storms? How about thunder and lightning? You'll learn some things about them today.



Calendar Time

Follow the daily procedure.



Work on Module 9: Day 8.

Journal Time



Take out your journal. Turn to the *Personal Writing* section.

What is the weather like right now? Write about it in your journal. Use descriptive words.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.



Stormy Weather

You have learned many things about the wind. You know that the wind can be useful. It can also be so strong that it destroys buildings and trees.

Today you will read a non-fiction article about storms. What does non-fiction mean?



What kind of storms do you know about? Can you think of the names of some strong winds? Tell your home instructor what you know about strong winds and storms.

Look through the article that begins on the next page. Read the headings aloud and look at the pictures.

Did the headings and pictures help you remember more things about winds and storms? Tell your home instructor what else you remember.

Discuss the questions with the student. If necessary, remind the student that *non-fiction* means the article will contain factual information.

Discuss the headings and illustrations with the student. Ask the student to tell you anything else he or she knows about storms.

Encourage the student to read the article aloud. After the student reads the information, ask the questions at the end. The student may answer orally.

Which storms would you like to learn more about? _____

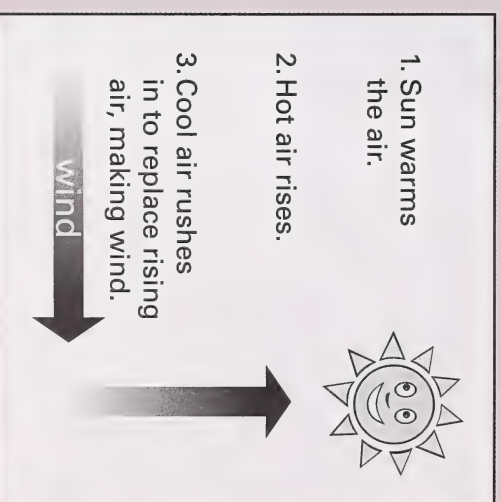
Read the information under each heading. Your home instructor will ask you some questions after you read.

Wind and Storms

Wind

Wind is moving air. It can move softly to make a gentle breeze. When it moves quickly, a powerful storm is made.

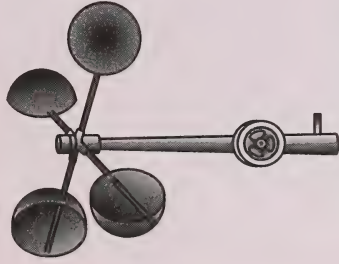
Wind is created when air moves from one place to another. The sun warms the air. When the air gets warmer, it rises into the sky. Cool air rushes in to take its place. The moving air creates the wind.



continued . . .

Wind and Weather

Scientists can learn about the weather by studying the wind. Weather vanes and wind socks show which direction the wind is blowing.

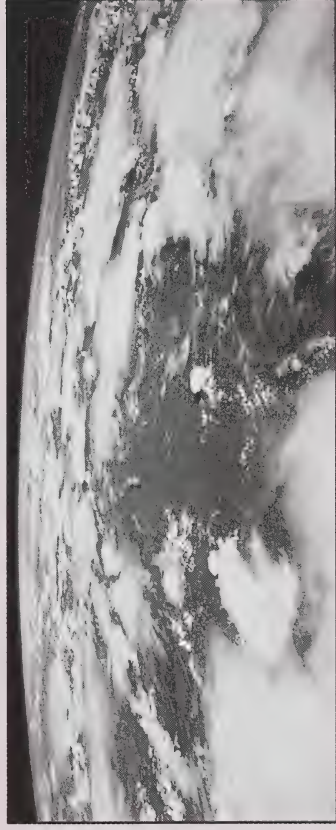


Scientists can also measure how fast the wind is blowing. An instrument with small cups catches the wind. As the cups turn, the wind speed is measured.



The speed of the wind and the Beaufort Scale help scientists predict the weather.

Scientists also look at satellite pictures to see what the weather will be like. Satellite pictures show the clouds. Scientists know which way the wind is blowing by watching which way the clouds are moving.



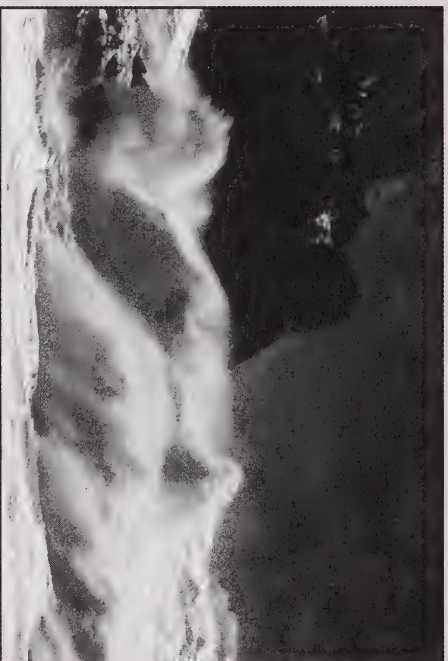
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Strong Winds

When cool air moves in quickly to replace rising warm air, strong winds are created.

Strong winds can make big waves on oceans or lakes. This can be dangerous for boats.

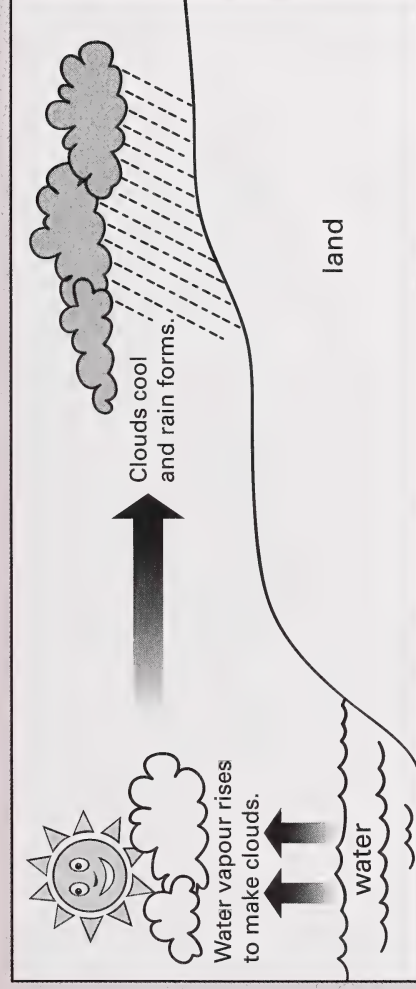
Strong winds may move clouds from a warm area to a colder area. When this happens, often a storm is created.



continued . . .

Storms

There are many different kinds of storms. A **rainstorm** happens when warm, moist air rises from the ocean or ground. The moist air forms clouds when it rises into the sky. The wind moves the clouds to a cooler area. The moist air cools, water drops form, and it rains.



continued . . .

Very cold air can create a **hailstorm**. Raindrops fall through the cold air and freeze into hard bits of ice called hailstones. Hailstones can damage plants and buildings.



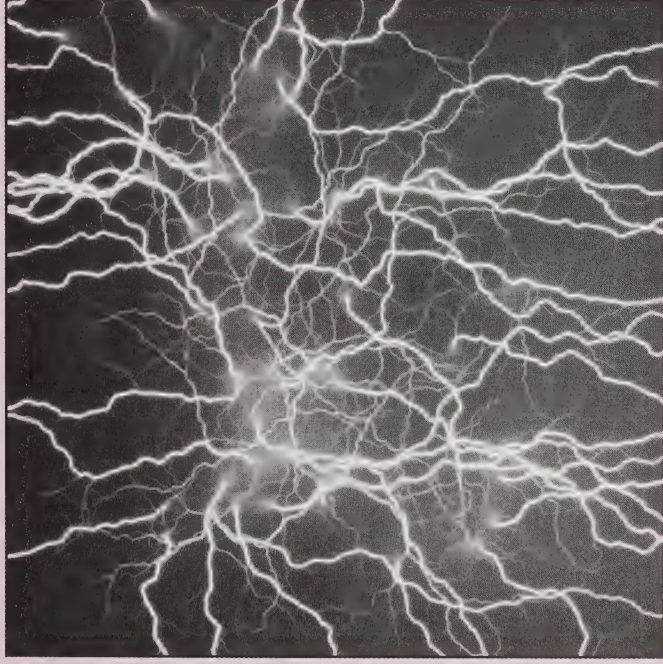
In the winter, the moisture falls to the ground as snow. A storm with strong winds and a lot of snow is called a **blizzard**.

Strong, dry winds can pick up dust or sand and blow it around. This makes a **dust storm** or **sandstorm**.

continued . . .

Thunder and Lightning

You have probably seen lightning flashing across the sky in a thunderstorm. Lightning is caused by electricity in the clouds. The electricity can jump from cloud to cloud or from a cloud to the ground.



When lightning jumps to the ground, it can destroy things or hurt people. If you are outside during a thunderstorm, you should find a low area and crouch down. Never hide under tall trees, since lightning is attracted to tall objects.



Thunder is made by lightning. When the lightning jumps from one place to the next, it makes the air around it very hot. This heat makes the air expand. It expands so fast that it makes a loud booming sound.

continued

Hurricanes

Hurricanes are storms with very strong winds. The winds may be strong enough to blow down trees and destroy homes. Hurricanes often happen near oceans. They may cause huge waves and downpours of rain.



continued . . .

Tornadoes

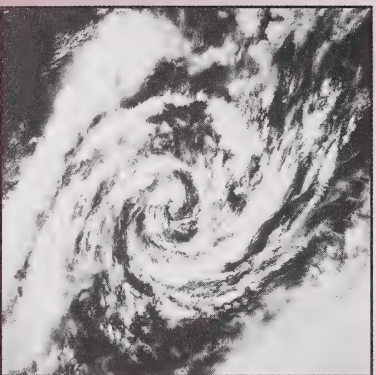
Tornadoes are winds that are spinning around quickly. Another name for a tornado is a whirlwind. The wind in a tornado is so strong that it can destroy everything in its path. Tornadoes can tear buildings apart and throw animals, trees, and even cars through the air.



Waterspouts

Tornadoes that happen at sea are called waterspouts. The whirling wind sucks water into the air. This whirling wind can be dangerous to boats.

Have the student answer the questions orally.



Questions to Discuss

How is wind created?

How do scientists measure the wind? How can satellite pictures help scientists predict weather?

How do winds create storms? What kind of storms are the following and why are they dangerous?

- hailstorm
- sandstorm or dust storm
- tornado
- blizzard
- hurricane
- waterspout

How are lightning and thunder made? What safety rule should you remember if you are outdoors in a thunderstorm?

What I Learned

What did you learn about storms? What did you find the most interesting? Why?

Read the article again. This time read it silently.

New Words

These words are from the article "Wind and Storms." Read them to your home instructor.

clouds

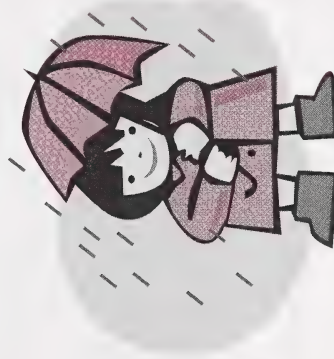
thunder

rain

storms

Remember, if you have a hard time saying or remembering a word, use the strategies from the **Learning New Words** chart.

Print the new words in alphabetical order.



Listen to each word as the student says it aloud. Correct the student if needed.

Check that the words are listed alphabetically.

Check the answers with the student. The answers are *thunder* and *ou*. Examples of new words include *mouth*, *south*, *about*, *shout*, *out*, *house*, and *loud*. The base word is *storm*. The vowel pair is *ai*. Examples include *pain*, *gain*, *aim*, *stain*, *chain*, and *train*.

If there are any other words from the article "Wind and Storms" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.



Print the answers on the lines.

Lightning causes this. _____

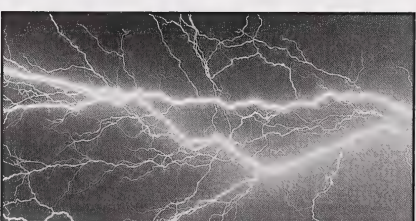
The diphthong in **clouds** is _____.

Write two words that have the diphthong **ou**.

The base word of **storms** is _____.

The vowel pair in **rain** is _____.

Write three words that have the vowel pair **ai**.



Take out four white index cards.

Print the four new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the four new words in your writing dictionary.



Complete Day 8: Assignment 9 in your Assignment Booklet.

Interesting Facts



Take out lined paper.

What are the three most interesting facts you learned from reading about wind and storms? Write the facts in complete sentences on the paper. Illustrate one of them on the same page.



You will send your work to the teacher on Day 9.

Discuss what the student found most interesting in the article. Encourage the student to skim through it to recall information.

Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



Silent Reading

Enjoy your reading time.

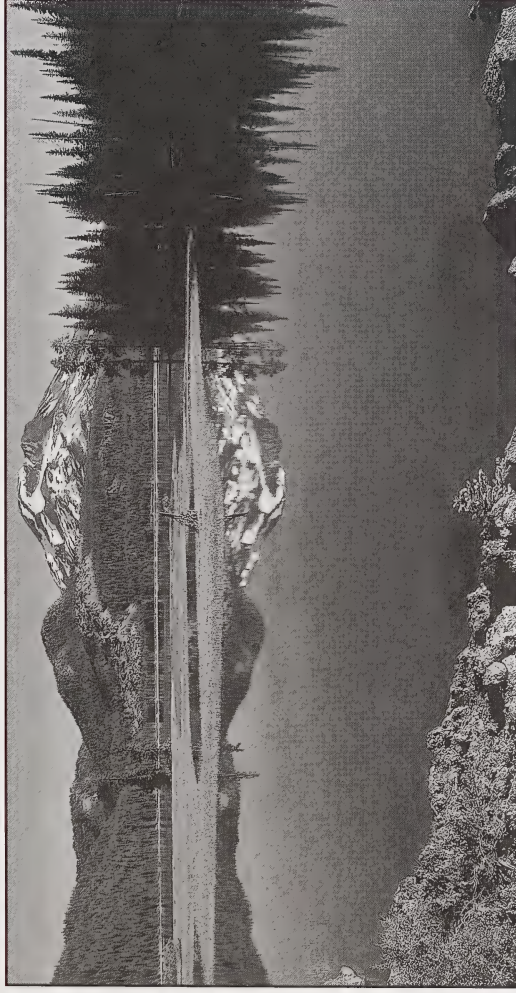
Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.



My dog is able to fetch.

Fun with Phonics



Read these sentences aloud. What do you notice about the two words in bold in each sentence?

On a **calm** day, the water is **still**.

Many people are **afraid** and get **scared** during a storm.

Did you notice that in each sentence, the bold words have nearly the same meaning? Words with nearly the same meaning are called **synonyms**.

Module 9A: The Wonders of Nature

Have the student answer the question orally. Guide the student to say that the words in bold in each sentence have the same or almost the same meaning.

Review what synonyms are: words that have the same or almost the same meaning. *Large* and *big* mean the same thing.

Refer to the Home Instructor's Guide for the dictation sentences.



Check the spelling, punctuation, and circled words with the student.

You're going to write sentences with **synonyms**. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in blue the two words in each sentence that mean the same or almost the same.

1. _____

2. _____

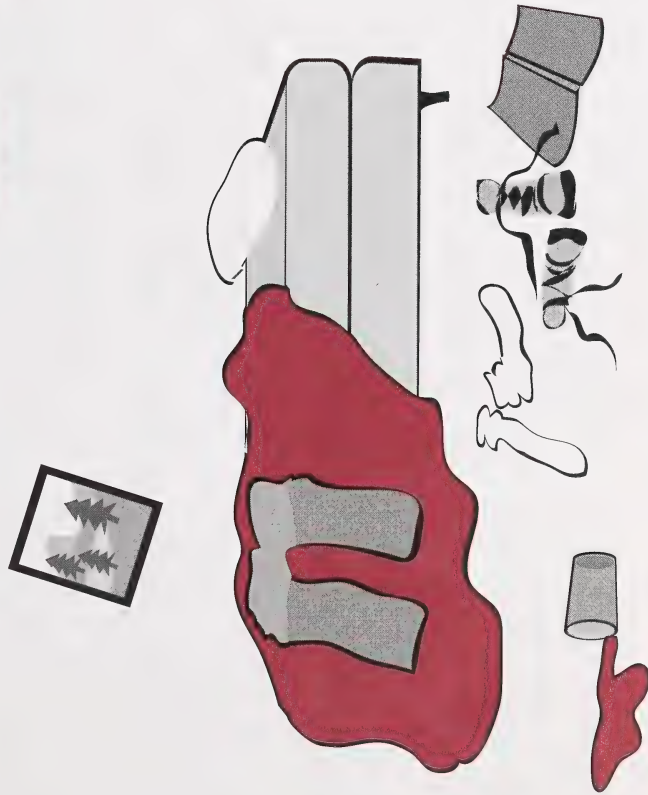
3. _____

4. _____

Get Organized

Strong winds and storms can cause a lot of damage. You've read about that and seen it in pictures. Winds and storms can leave a big mess for people to clean up.

Sometimes people are like that too. They leave a big mess wherever they go. Are you like that? Circle **yes** or **no**.



Have the student answer orally. Discuss how it feels to work in a messy area. Brainstorm ways the student organizes his or her life and the things in it. For example, marking events on a calendar, always putting away materials after using them, picking up after himself or herself, clearing dishes from the table right away, and so on. Look up *organize* in the dictionary and discuss its meaning.

What do you think it would be like to have to work or play in an area that is really messy?

Everyone can learn to be tidy and keep things neatly arranged. To do that, a person has to learn how to be **organized**. Look up **organize** in the dictionary. Organize means to arrange things in a system or put in order. It also means being able to put the events in your life into order.

Think of ways you organize your life. Think of ways you organize the things in your life.

It's important to learn **organizational skills**. That means learning skills to help you lead an orderly life. No more messes or forgetting appointments!

Developing good organizational skills is the key to success in school and in life. Some people are more organized than others, but everyone can learn to become better organized.

Listen as your home instructor reads "Always Late," or read it aloud yourself.

Read the story if the student finds it too difficult.

Always Late

Tiger is always late. Late for school, late for supper, late for his guitar lessons, late for the dentist. He even forgot his mother's birthday last year! He doesn't do it on purpose. Sometimes when he is reading his favourite comic books, he just forgets the time. Tiger likes to play computer games. When he plays his games, he forgets everything else.

Tiger's friend Molly planned a surprise birthday party for their friend Willy. Molly asked Tiger to bring the candles for the birthday cake. On the day of the party, Tiger was busy playing on his computer. He just wanted to finish one more game. He arrived at the party late, as usual.

Molly said, "Thank goodness you're here. We're just bringing the cake out. Where are the candles?"

Tiger was startled. "Oh my gosh! I completely forgot about them," he replied.

"Now poor Willy can't blow out any candles for his birthday wish," said Molly.

Willy's mom came to the rescue. She had one big candle they could use. Willy got to blow out one candle on his birthday cake.



Have the student answer orally. Guide the student to say that Tiger is disorganized. He could get a timer and set it to remind him he has something to do, he could mark events on a calendar, or he could make a daily to-do list or keep a notebook organizer.

Go over the list with the student, discussing each item.

What are some things Tiger could do to help organize his life? What do you do to stay organized?

Here's a list of ways to become better organized. Read it aloud.

How to Be Organized

Use checklists.

- Keep a to-do list and make a habit of checking it every day.
- List supplies you need and chores to do.
- Cross off items that are done.
- Make other lists of things you want to remember.
- Have a quiet space where you can write your checklists.

Keep a daily planner or use a notebook.

- Keep important dates and lists in a daily planner or notebook.



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Do a weekly clean-up.

- Clean your desk area.
- Sort through notebooks and other material to identify things that can be thrown out.
- Put away games, toys, and other materials when you are finished using them.
- Keep games and other items in the same place.

Go to bed at the same time every night.

- Follow a routine on school nights.
- Pick regular times for doing homework, watching television, or playing computer games. Or try not to watch television at all during the week.

Keep a master calendar.

- List practice times for such things as music or sports and club meetings, such as 4-H.
- Check your daily planner and master calendar daily.



Discuss how the student feels about his or her organizational skills. Brainstorm ways the student can become more organized. Remind the student to check the "How to Be Organized" list.

Record the student's ideas on the board. Guide the student to include these ideas:

- Keep the desk and work area neat and tidy.
- Know where all materials can be found (in the Materials Box, Student Folder, pencil case, boxes for certain items).
- Always start the class on time and at the same time every day.
- Easily shift from one task to another.
- Make checklists (including to-do lists).
- Record events on a calendar.



Do you do any of these things already? Circle **Yes** or **No**.
How do you think doing these things could help someone become organized?

Do you think they could help Tiger? Circle **Yes** or **No**.
How?

Think of ways you can be organized in the classroom.



Take out lined paper.

Are you an organized person? Circle **Yes** or **No**. If you are, write a paragraph about the things you do that make you an organized person. If you aren't, write how you could become an organized person. If you are sometimes organized and sometimes not, write about what you already do and what else you can do to become more organized.



You will send your work to the teacher on Day 9.

Looking Back

Were you surprised by anything you found out about winds and storms? What was it?

Would you like to do more research on winds and storms? Why or why not?

Where would you go to find out more information about storms?

Was it easy or difficult to figure out if you are an organized person? Why?

Are you going to try to stay organized or become more organized? How will you do that?

Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 9A and complete Day 8: Learning Log. Have the student include his or her comments.

Sharing Time

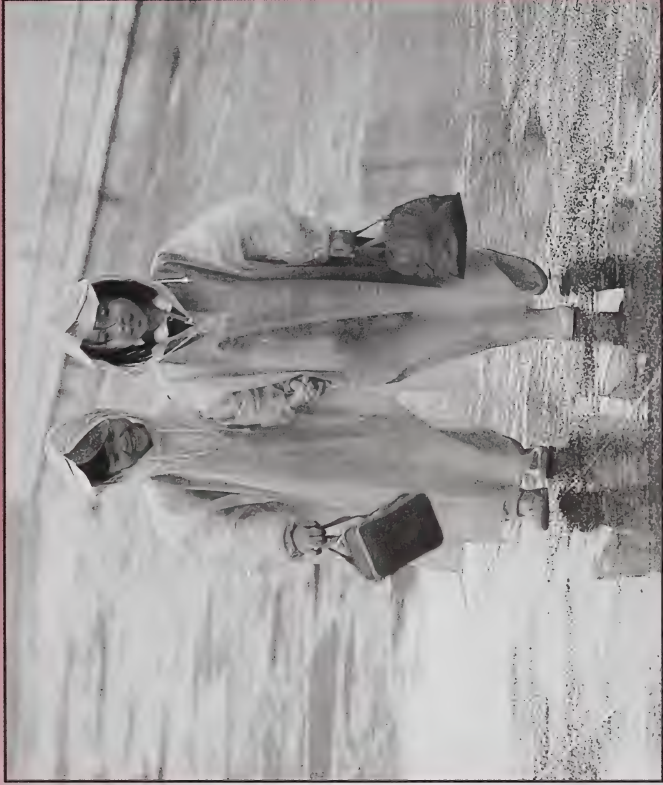
Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Read your favourite parts from the article “Wind and Storms.”
- Read the three interesting facts you selected from “Wind and Storms.”
- Read the sentences you wrote in Fun with Phonics.
- Talk about organizational skills.



Day 9: Braving a Storm

Have you ever been caught outside in a storm? Are you afraid of stormy weather? You're going to read about a girl who braved a storm.



Calendar Time

Follow the daily procedure.



Work on Module 9: Day 9.

Music and Movement

Have the student answer the questions orally. Share your own thoughts on music as well.

You're going to learn a song about the joys of singing. It's called "Everybody Has Music Inside." What do you like best about singing? What kinds of things do you like to do with music? What kinds of music do you like? Why do you like music?



Turn to the lyrics of "Everybody Has Music Inside" on page 47 of the *Music and Movement in the Classroom* booklet. Read each line from the song and have the student echo in response.

Turn to page 47 in the *Music and Movement in the Classroom* booklet. Repeat each line of the song "Everybody Has Music Inside" after your home instructor reads it.

What are your favourite lines from the song? Read them aloud.

Read the words as you listen to the song.



**Warm up your voice; then sing along to the song.
Remember to smile as you sing!**

Rock and Roll!

You did balancing activities on Days 1 and 7. Today you will learn to rock and roll your body! Follow the instructions as your home instructor reads them.

Play “Everybody Has Music Inside” on *Music and Movement in the Classroom* CD #2. Have the student read along as he or she listens to the recording.

Remind the student to do the vocal warm-up exercises. Play the song again. Sing with the student. Encourage the student to move in time to the music during the instrumental interlude in the middle of the song.

If it’s nice outside, take the student outdoors to do this activity. In these exercises, the student will be transferring weight onto different body parts. Before the student can roll, he or she needs to learn to rock. It’s important that the body be formed into as rounded a figure as possible for rocking and rolling. These exercises should be done on grass, a mat, or other soft surface.



Adjust or omit any movements that are not suitable for your student's physical capabilities.

Rocking

- Lie on the mat and show how you can rock. Show another way. Can you show a third way?
- Lie on your front. Hold your toes and rock from side to side. Rock forward and backward.
- Lie on your back. Lift your feet over your head and touch the mat behind you. Rock forward to touch your toes on the mat.
- Lie on your back. Bend your knees to your chest. Rock your knees from side to side to touch the mat.
- On your back, raise your legs straight up. Now swing them to one side of the mat and then to the other side.
- Show how to rock sitting down with your feet crossed.
- Think of another way of rocking.



Rolling



- Show three different ways of rolling. Roll forward, backward, and sideways. Do the three different rolls one after the other. Roll smoothly without stopping.
- **Log Roll:** Lie on your front. Stretch your arms over your head and clasp your hands. Make yourself long and roll sideways onto your back then onto your front again. Do three of these rolls one after the other. Roll back the other way.
- **Egg Roll:** Lie on your back. Hug your knees to your chest, put your elbows close to your sides, and tuck your chin between your knees. Roll sideways onto your knees. Push with your elbows and knees and roll back. Now do this roll to the other side.

- Do an Egg Roll, then a Log Roll, then another Egg Roll.
- Do a Log Roll, an Egg Roll, then hold a balance for 5 seconds.
- Think of your own sequences of rocking, rolling, and balancing.
- Sit with your home instructor or someone else. Face each other with your feet touching and hold hands. Rock back and forth. Then rock to one side and then the other. Don't let go.



A Stormy Story

Have you ever been in a bad storm? Circle **Yes** or **No**.
What was that like? What kind of storm was it? What happened?

With your home instructor, make a Storm Web of the different things that can happen during a storm.



Have the student share experiences he or she has had with storms. Brainstorm ideas and vocabulary associated with storms and record them in a web on chart paper. Guide the student to use a noun and an action word combination. See the Home Instructor's Guide for an example.

Have the student share activities he or she does with a grandparent or other adult. Record the activities (play games, read stories, make cookies, go to the park, and so on) on the board.

Have the student answer the questions orally.

The author is *Amy Hest*.

The illustrator is *Kristi Frost*.



You're going to read a story about a little girl named Ruby who loves her grandfather. Do you have a grandparent?

Circle **Yes** or **No**.



What kinds of things do you like to do

with him or her? If you don't have one or if you don't do things together, think of things you like to do with an aunt, an uncle, or a family friend.



Take out the book *Feel the Power*.

Turn to the Contents page. Find the selection "Ruby's Storm." Turn to page 12. Read the title aloud. Look at the illustration. What does the title tell you might happen? What is Ruby putting in her basket? Where might she be going?

Who is the author of "Ruby's Storm"?

Who is the illustrator?

Read pages 12 and 13 aloud.

What did Ruby put in her basket? What is a poncho? Why does Ruby's mother say, "Brave Ruby"?

Read pages 14 and 15 aloud.

Why does the city look like night? What is a stoop? What words describe the storm? Have you ever gone on a visit alone? If so, where did you go? What do you think might happen to Ruby?

Read pages 16 to 18 aloud.

Why does Ruby wish she had a dog? What is a greengrocer? What did it smell like in Grampa's home? Does Ruby like that smell? How do you know? What are Ruby and Grampa going to do together? How do you know?

Read page 19 aloud.

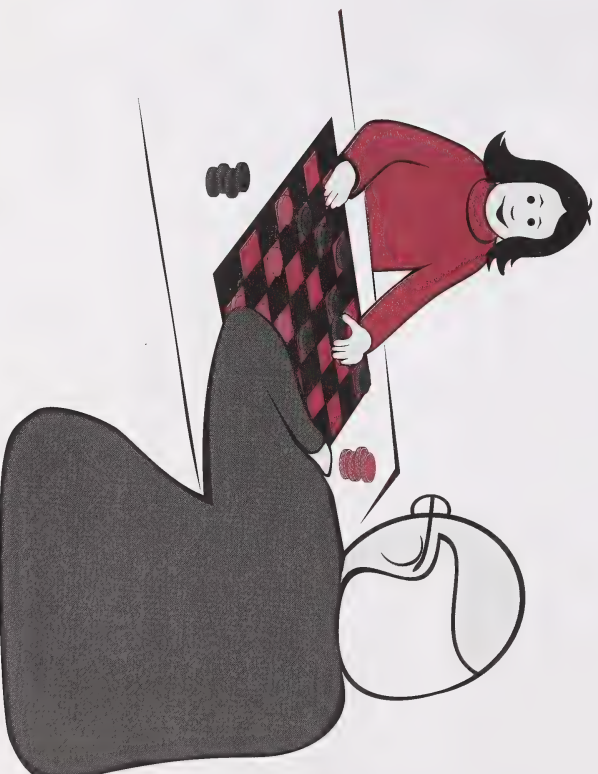
Why did they light a candle? Why did Grampa let Ruby keep score? Do you like to keep score? Why or why not?



Have the student answer the questions orally.

Talk About the Story

How do you think Grampa and Ruby feel about each other? How do you know? Was the story told in the order it happened? How do you know? Why would Ruby go visit Grampa in a storm? What kind of person is Ruby? How do you know? What might happen next?



Read the story silently to yourself.

Journal Time



Take out your journal. Turn to the Reading Response section.

Would you like to have Ruby as a friend? Why or why not? Has anything like this ever happened to you? When? What happened? How did you feel?

Remember to print today's date at the top of the page.



Read the questions with the student. The student may choose to answer one or more of them in the journal.

Listen to each word as the student says it aloud. Correct the student if needed.

New Words

These words are from the selection “Ruby’s Storm.” Read them to your home instructor.

flapped

hugged

slipped

coming

rubbed

fighting

Remember, if you have a hard time saying or remembering a word, use the strategies from the **Learning New Words** chart.



Print the new words in alphabetical order.



Print the base word on the line for each word below.

flapped _____

fighting _____

hugged _____

slipped _____

coming _____

rubbed _____



Check that the words are listed alphabetically.

The answers are *flap*, *fight*, *hug*, *slip*, *come*, and *rub*.

If there are any other words from the tale "Ruby's Storm" that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.



Take out six white index cards.

Print the six new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the six new words in your writing dictionary.



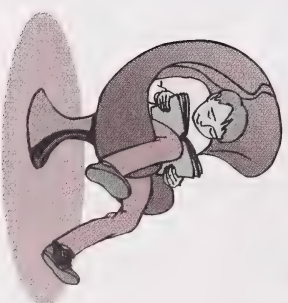
Complete Day 9: Assignment 10 in your Assignment Booklet.

Break for lunch.



Silent Reading

Enjoy your reading time.



Fun with Phonics

Read these sentences aloud. What do you notice about the two words in bold in each sentence?

It was **dark** outside, but **light** in Grampa's house.

The salad is **cold**, but the soup is **hot**.



Did you notice that the bold words in each sentence have opposite meanings? Words with opposite meanings are called **antonyms**.

Module 9A: The Wonders of Nature

Have the student answer the question orally. Guide the student to say the words in bold in each sentence are opposite in meaning.

Review what antonyms are: words that are opposite or almost opposite in meaning. *Big* and *small* mean the opposite of each other.

Refer to the Home Instructor's Guide for the dictation sentences.

Check the spelling, punctuation, and circled words with the student.

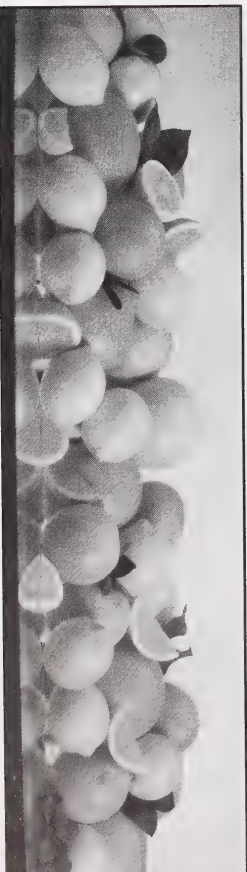
You're going to write sentences with **antonyms**. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in red the two words in each sentence that mean the opposite or almost the opposite.

1. _____

2. _____

3. _____

4. _____



Mind Your Medicine

You read about Ruby this morning in the story “Ruby’s Storm.” She walked through a rainstorm to get to Grampa’s house. Do you remember what she wore to go outside?

Circle **Yes** or **No**. What was it?



Ruby was smart to wear a poncho. It kept the rain off so she could stay dry. What do you think might happen to someone who doesn’t dress for the weather?

Did you say that a person would get cold or wet and that they might get sick? What are some illnesses a person might get?

Have you ever been sick? Circle **Yes** or **No**. What did you have? What did you do to get well again?

Guide the student to say that people might get sick if they don’t dress for the weather.

Discuss illnesses such as a cold, sore throat, and flu.

Discuss ways of getting over an illness, such as getting plenty of rest and taking medicine.

Explain that helpful drugs taken for illnesses are medicines.

What do you do when you get a cold or sore throat? Some things you should always do are get plenty of rest and drink fluids. Sometimes a doctor will tell you to take medicine to help you get over an illness.

Have you ever taken medicine prescribed by a doctor?

Circle **Yes** or **No**. What kind of medicine was it?

There are many kinds of medicines. They include helpful drugs that people use when they are ill or have a health condition. Medicines, such as cough syrup and antibiotics, sometimes help people when they are ill.



Some medicines need a **prescription**—a doctor's order. Others can be bought "over the counter" at a store. That means they don't need a prescription.

Medicines don't always help a problem, like a cold, go away. But they might help you feel better as your body heals itself. They can control pain, stop your cough at night so you can sleep, clear up your stuffy nose, or stop your nose from dripping.

Be Careful!

All prescription and over-the-counter drugs can be dangerous and harmful to your health if you use too much or take the wrong kind.

Sometimes medicine can cause **side effects** like headaches or upset stomachs. If you ever feel different or sicker after taking a medicine, you may be having a side effect. Tell a trusted adult about it **right away**.

Why do you think children should only take medicine given to them by a trusted adult? What can happen to someone who takes too much or the wrong kind of medicine?

Explain prescription and over-the-counter medications. Some prescription medications fight infections, in ears for example. Examples of over-the-counter medicines are those that kill germs in small cuts and scrapes or help control the symptoms of an illness. Symptoms might include fever, cough, or runny nose.

Tell the student that side effects are unwanted things that happen to the body or mind when taking medicine. Have the student answer the questions orally.

Go over each of the situations with the student and discuss what the children should do in each case. Guide the student to say that a child should never take medicine without asking a trusted adult about it first. A child should never take medicine, including vitamins (which are not candy even though they may be sweet) on his or her own. Guide the student to understand that the claims on labels on over-the-counter medicines are mostly advertising. Even if the medicines have been tested, they may not be safe for everybody in every situation. The child should talk with a trusted adult about ways to feel better in all instances.

Read these situations aloud.

1. Adam is at his friend Deen's house. Adam feels a sore throat coming on. Deen finds some cough medicine in the medicine cabinet. He tells Adam to take some. What should Adam do?
2. Laurie has a cold. Her parents gave her some medicine for it. It helps for only a little while. Laurie thinks she should take some more. What should Laurie do?
3. Margie is at a sleepover at her cousin's house. In the morning, her cousin brings a bottle of vitamins to the room and tells everyone to take one. She says that they're safe to take because they're shaped like cartoon characters, taste sweet, and are just like candy. What should Margie do?



continued . . .

4. The label on a bottle of cold tablets says, "Safe to use. Stops colds fast!" Lou has a cold. What should she do?
5. Bill has a headache. He sees a bottle of pills on his mother's dresser. He knows his mother feels better after she takes them. What should Bill do?

Follow these rules for using prescription and over-the-counter medicines. They will keep you safe and healthy.

Rules for Using Prescription and Over-the-Counter Medicines

- Medicine and vitamins are not candy.
- Take medicine and vitamins only from a trusted adult.
- Never take more than the doctor or trusted adult tells you to take.
- Never share your medicine with someone else.
- Never take someone else's medicine.
- If you feel ill after taking a medicine, tell a trusted adult right away.

Discuss each of the rules with the student.

Review the assignment with the student. Talk about how the student feels when ill and what he or she does to feel better (taking medicine, going to the doctor, resting, and so on). Send the student's first and final drafts to the teacher.



Complete Day 9: Assignment 11 in your Assignment Booklet.

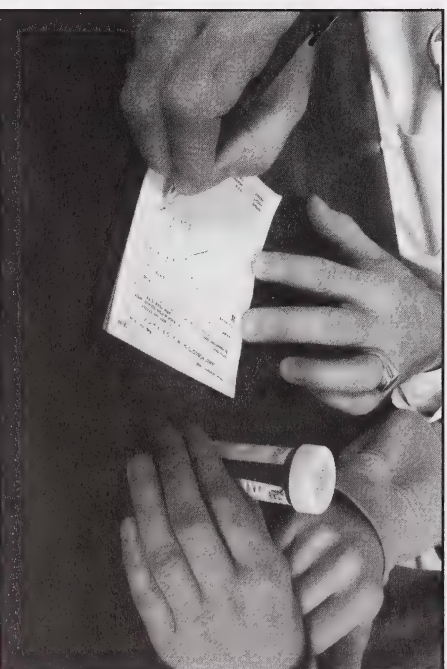


Take out poster-sized paper.



Take out felt pens, crayons, and paints (if you decide to use them).

Read the **Rules for Using Prescription and Over-the-Counter Medicines** again. Choose one rule and make a poster that will help others learn that rule. Print the rule on the poster. The poster should include reasons that the rule is important.



Display your poster where others will see it.

Looking Back

Did you like rocking and rolling today? Why or why not?

Which was easier, rocking or rolling?

What was the best part of the story "Ruby's Storm?" Why?

What did you learn about using medicine safely?

Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 9A and complete Day 9: Learning Log. Have the student include his or her comments.

Sharing Time

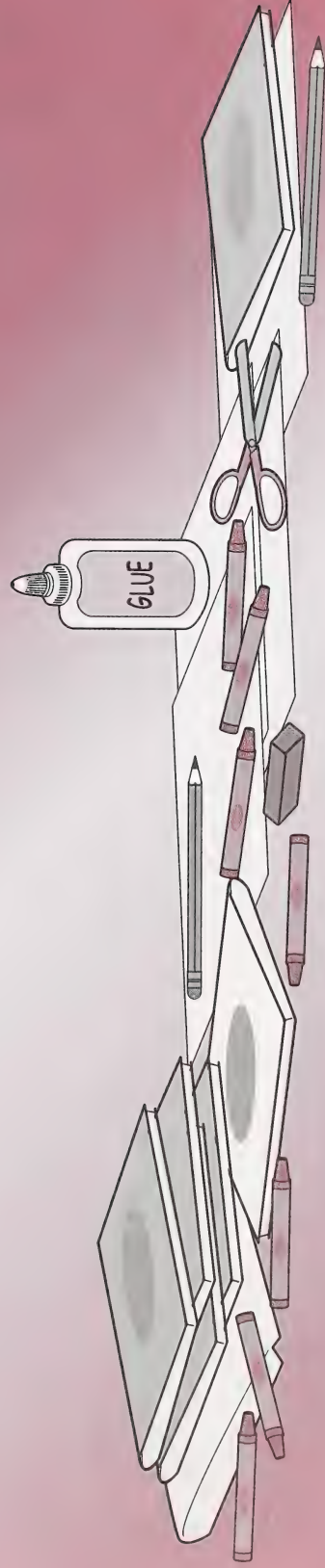
Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Play the song “Everybody Has Music Inside.” Ask family members to sing it with you.
- Show how you can rock and roll your body.
- Read “Ruby’s Storm.”
- Read your journal entry for today.
- Talk about using medications safely.
- Show and talk about your poster.
- Read the story you wrote in the Assignment Booklet.



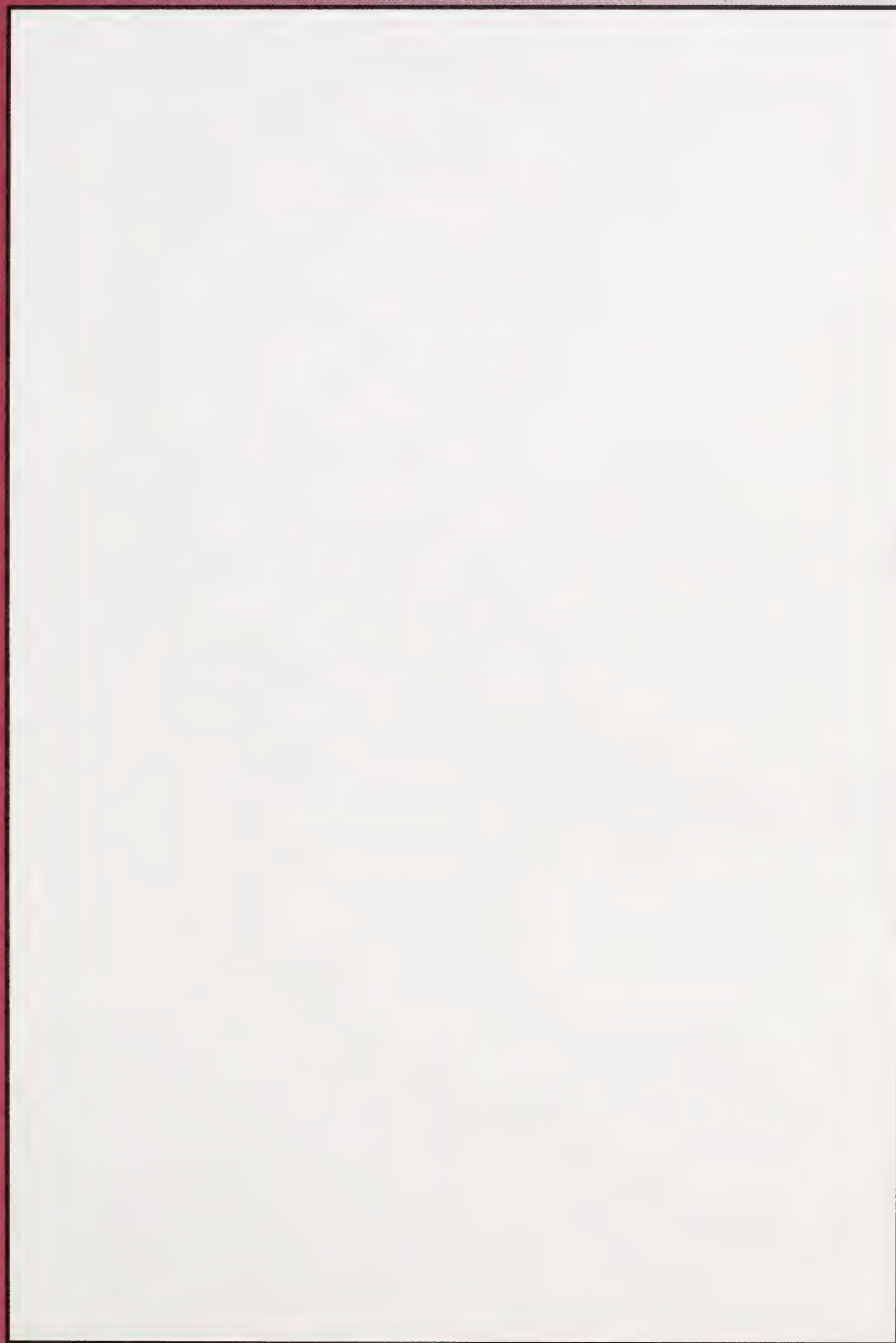
Appendix

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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday





Beaufort Scale

Wind	Looks Like	
Calm		<ul style="list-style-type: none"> • smoke rises straight up
Light air		<ul style="list-style-type: none"> • smoke drifts
Light breeze		<ul style="list-style-type: none"> • feel the wind on your face
Gentle breeze		<ul style="list-style-type: none"> • flags flutter • leaves move
Moderate breeze		<ul style="list-style-type: none"> • small branches move
Fresh breeze		<ul style="list-style-type: none"> • small trees move
Strong breeze		<ul style="list-style-type: none"> • large branches move • wires whistle
Near gale		<ul style="list-style-type: none"> • trees sway • hard to walk
Gale		<ul style="list-style-type: none"> • branches break • very hard to walk

